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## **Secondary Schools After Victory**

### **Educational Opportunities For Veterans**

A description of policies, plans, and practices for aiding the men and women in the Armed Forces and the veterans to complete their secondary education. An account of educational opportunities for veterans in seventeen school communities in thirteen states.

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

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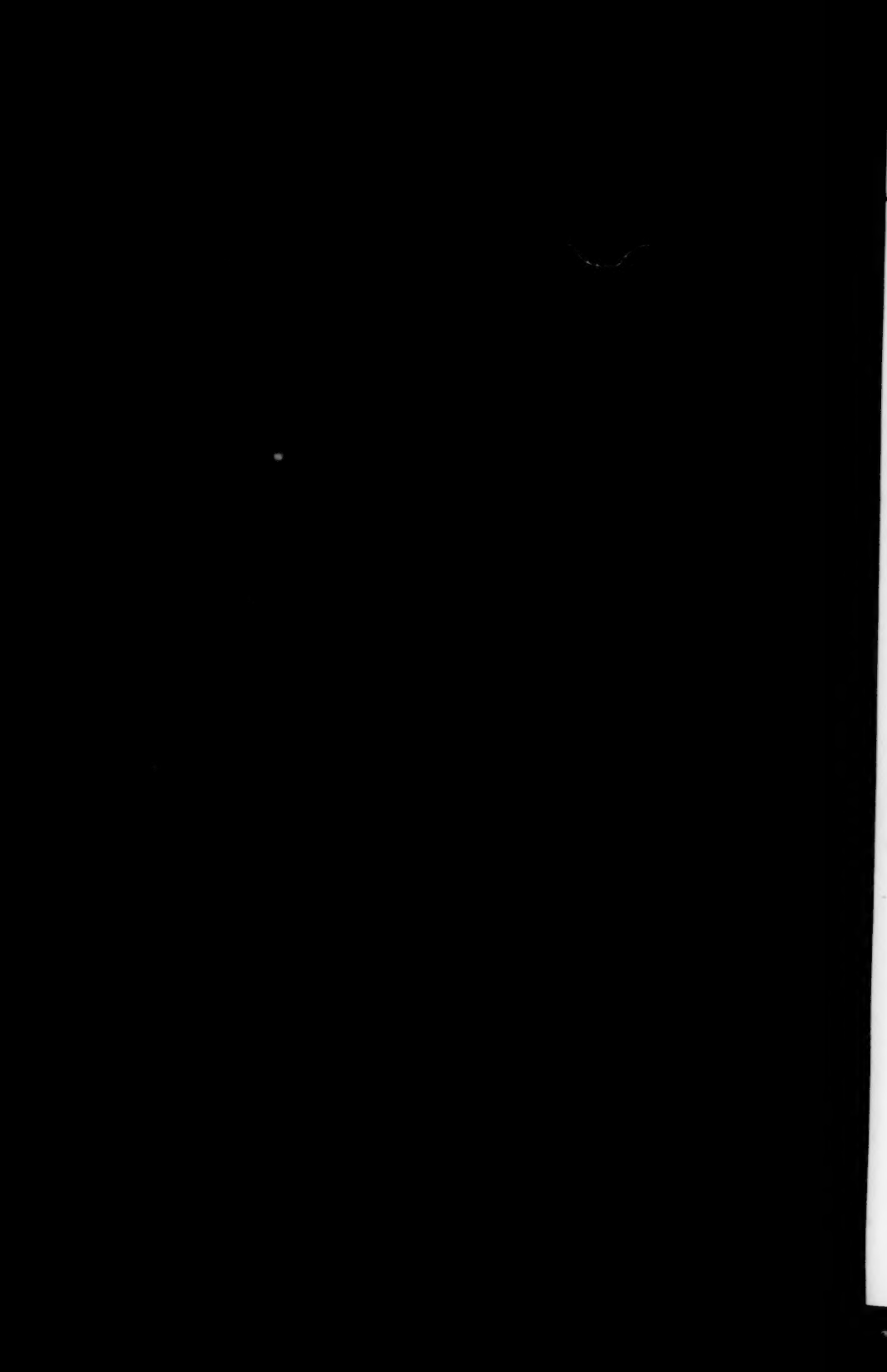
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## The School's Share in Victory

PAUL E. ELICKER

*Executive Secretary, National Association of Secondary-School Principals,  
1201 Sixteenth Street, N. W., Washington, 6, D. C.*

**L**ONG before that infamous day at Pearl Harbor on December 7, 1941, the thousands of secondary schools throughout the country had geared themselves to a war and victory program. In 1939 when war was raging in Europe and the threat of a second World War involving America seemed imminent, schools began to train war-production workers whose technical skills needed development or redirection through refresher work in many fields. Many of these schools, especially in our larger communities, operated around the clock. Day and evening schools became continuous and never closed. This tremendous program of war-preparedness—education for a world that was to be soon engulfed on all sides in a most devastating war of all times—was carried on by the United States Office of Education, the State Departments of Education, and the thousands of school communities everywhere. The increased cost of the program was supplemented by funds appropriated by Congress for the conditioning of war-production workers.

This great work in 1939 and 1940 was the first chapter of the Victory Epic in American Education. In this publication are recorded the final chapters in this victory program as assembled by the National Association of Secondary-School Principals from educational leaders in many states and communities and in all regions of our country, called, *THE EDUCATIONAL OPPORTUNITIES FOR VETERANS*.

At this writing, shortly after V-J Day, schools are not in session and many of the hereinafter recorded plans and educational opportunities that schools have provided for returning veterans will undergo change and supplement. When these accounts from several of the cities were written, the war in Europe had been brought to a victorious close and the war with Japan was just entering its final stage. Relatively few veterans had returned to their communities or had shown much interest for education on the secondary-school level. Many of those discharged before the close of the school year in 1945, were not in a normal mental or physical condition to participate in educational activities. Others, too, were discharged because of over-age and had long passed the period when they could profit economically and socially by secondary-school attendance.

Now the picture is changing and thousands of men and women in the Armed Forces are returning to their communities to aid America in its reconversion era and to plan for peacetime careers and pursuits. Now 100,000 members of the Armed Forces are being discharged monthly, and soon, the War Department announces, 500,000 will be leaving the Army every month. The

Navy Department has also stated that within a year nearly 3,000,000 men and women will leave the Service for civilian life.

The schools have been making plans for the rehabilitation, the reconditioning, and the education of veterans. These schools will carry on the victory program for the veteran. As more veterans return and when the pattern of interests and desires are better known, schools will reconvert wherever necessary to the needs of times. It is estimated, however, that relatively few veterans will seek education on the secondary-school level for several reasons.

1. The requests of discharged servicemen during the school year, 1944-45, for secondary education were very few. This, it would seem, is a good index of the approaching period.
2. Thousands of men in the Armed Forces participated in the educational programs of the United States Armed Forces Institute and Off-Duty Educational Opportunities in all branches of the Services and completed their high-school education. This plan is outlined in the article included in this publication, entitled, "*School and College Credit for Military Experience.*"
3. Even the young veteran is considerably beyond the average high-school age. He does not desire to spend much time in the secondary school on his return from Service. If he desires further educational training it will be through a short accelerated course to retrain him for a specific job or he will attempt to qualify for education in educational institutions beyond the high-school level.
4. The veteran with broad and long experience in industry and business, supplemented by enriched travel experiences and training in the Service and self-study can qualify for a high-school diploma by demonstrating, generally through examinations, that he has educational competency comparable to the average high-school graduate. Such provisions for beyond-high-school-age men and women in the Service and veterans are available through state departments of education and in many of our larger communities. These opportunities for qualifying for an equivalency high-school diploma, or certificate, without actual attendance in the school reduce the number of veterans that will want to attend the secondary school in order to secure a diploma.

#### THE FORCE OF SCHOOLS FOR VICTORY

Only an account of the early years of the war program and the present educational opportunities for veterans are given in this summary. The intervening chapters would be even more revealing than those given if all of the story of the schools and their part for victory, could ever be completely told.

Almost overnight after December 7, 1941, schools changed to an all-out, total war-preparedness program. New courses, as recommended by the War and the Navy Departments, were introduced to condition eligible youth for



their part in our war. Most of these changes came in technical and vocational areas, especially pre-induction aviation and in physical conditioning. However, very few peacetime school subjects retained their pre-war complexion. Youth were on the march in their schools.

Schools everywhere became a potent force for community wartime service. Armies for the salvage of critical materials were the vogue and all students, small and large, joined the victory brigade. War loans were very successful in all schools, and youth demonstrated over and over again their determination to "join up" in the Victory March.

Lest it be too soon forgotten, teachers and schools contributed their services in the first registration of our manpower for the Selective Service. They became the first agents for wartime rationing registration and they entered into every national program for victory, when their services were requested by their government, willingly and without any financial remuneration whatsoever. Their services, as proclaimed by the late President Roosevelt, were sacrificial, devoted, and competent.

While thousands of youth were prepared psychologically, physically, and educationally for service in the Armed Forces, some of the most needed and valued members of teaching staffs answered the call to the Armed Forces and those remaining on the home front had to take over and carry the heavier load that the forces of organized education had assumed. Everywhere around them war workers were receiving high wages, further disproportioned by extra pay for overtime. Cost of living steadily increased but salaries for teachers remained at pre-war levels not long before reduced by the national depression of ten-years duration. Recently salaries for these indefatigable and devoted workers in our schools in some places received recognition through bonuses and increases but again neither comparable to the salaries of the millions of other war workers nor equitably in effect in every community and school.

Let it be said, again and again, that teachers and schools, too, did their part, courageously, devotedly, and unselfishly. In war or in peace the mighty force of education assures victory for a nation. Education as an investment is the mark of greatness of a people and a nation. Education must never be forgotten nor neglected by any prosperous people. It is the greatest of all investments for peace and prosperity.

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## Will Educators Understand the Veteran?

WILLIAM S. BRISCOE,

*Lt. Colonel A.U.S. (Inactive) Formerly, Chief, Educational Reconditioning Branch, Reconditioning Division, Office of the Surgeon General.*

*Now, Assistant Superintendent, Oakland Public Schools,  
Oakland, California.*

**M**ANY people today are concerned about the "readjustment of the veteran." The problem, however, is not one of readjusting the veteran. It is much bigger than that. The task that faces all of us is that of working together as fellow citizens and neighbors in building a new community in which all its members have opportunity to live out their fullest possibilities. The need is for neighborliness and concern for each other. The returned serviceman will understand this better than the civilian, for he has lived as a member of a group where co-operation and concern for each other has been the rule, not the exception. His life depended upon it. It is quite possible that the veteran who has learned to co-operate within his group may continue to do so and by reason of this fact take over the running of things generally. If this happens, not the returned veteran but the civilian will be in need of adjustment. But no thoughtful veteran wants this to happen. He desires only the chance to participate on equal terms with his neighbors in a community where the basic securities of life and happiness are assured to all. This should be the objective of post-war adjustment for all citizens, including veterans.

Education will play an important part, especially at the adult level, in any adequate rehabilitation program which may be devised. What will that part be? The army has a possible answer. The Army Medical Department early in the war called upon education to assist in devising a procedure for treatment of convalescent patients. As a result, there was developed what has come to be known as "reconditioning" as a part of medical treatment. In a sense, this was rehabilitation. The experience of the Army Medical Department with reconditioning should be of value to educators in planning their part in rehabilitating veterans in civilian life. Here is the army story:

The need to shorten recovery time in order to free hospital beds for new battle casualties and the military necessity of returning experienced soldiers to active duty as quickly as possible, led to the development of the reconditioning program. Reconditioning is based on the idea long known to medicine that any serious injury or illness involves the whole person. Hence, an adequate prescription of treatment will consider the patient's total condition. In addition to ordering the treatment of injured and ill members, it will provide a regimen of properly balanced rest and exercise for promoting and maintaining the best possible condition of un-

injured muscles, joints, and nerves. The prescription will also provide for maintaining in the patient a healthy frame of mind, emotional balance, and mental alertness and vigor. Doctors knew that the way to establish and maintain the best physical and mental condition was to encourage normal activity of mind and body. Therefore, the reconditioning program stressed physical and mental activity from the first possible moment in the patient's recovery. He was encouraged to do as much as possible for himself while still in bed, in fact, almost as soon as he has recovered from the anesthetic and was afebrile. Reconditioning activities progressed in increasing tempo, both mental and physical, until the patient had made complete recovery.

The program of activities which was offered included diversion, recreation, education, industrial therapy, calisthenics, games, sports, corrective exercise, occupational therapy, individual guidance, and retraining for those patients returning to active duty. Those to be discharged were given separation-counseling and guidance for return to civilian life. After a full explanation of the nature of the patient's injury or illness and of the steps which would aid him in overcoming it, the individual prescription was written by the physician, and was written with the patient himself participating. The regimen of reconditioning activities began with light bed exercises and diversion and continued with increasing emphasis until in the convalescent hospital there was offered every opportunity for exploration found in the most modern and well-equipped adult school. As a result, patients on leaving the hospital were ready for return to active military duty or to take their places in civilian pursuits. Many actually went directly from the hospital to jobs, and through industrial therapy, the transition was often made while the patient was still in the hospital. A definitely shorter convalescence and a more rapid and often a more complete recovery resulted.

In these experiences are to found principles not only essential in medical treatment but also basic in rehabilitation, namely: that the prescription must plan a regimen of treatment for the whole person, that the patient must understand and participate in his treatment, that exercise of normal function promotes and maintains health. Consideration of the total needs of the individual, recognition of the fact that he rehabilitates and educates himself through directed self-activity, and acceptance of the principle that stimulation of purpose leads the individual progressively to exercise to the fullest his increasing powers constitute the modern concept of rehabilitation and of education. These ideas differ in no way basically from those on which the Army Medical Department Reconditioning Program was built.

These principles may be readily stated but are more difficult to put into practice. It is easy to write a prescription for the treatment of a spe-

cific ailment just as it is easy to teach definite information. But what about the total prescription? Who knows enough about the general needs of all patients and of patients in particular to write a prescription covering a total regimen of treatment to promote and maintain general well-being?

#### IMPORTANT FACTORS IN RECONDITIONING

The Educational Reconditioning Branch of the Surgeon General's Office which was responsible for developing mental reconditioning, undertook to construct a general prescription or formula for mental reconditioning which would apply to all patients and which might, through regulation of dosage, be adapted to fit individual cases. In developing the criteria for mental health, the first analytic question which was asked was, "What is most essential for happiness?" The answer was not difficult and was furnished by the psychiatrists "Feelings of security are most important." Pursuit of this idea led to the formulation of a list of conditions which tended to promote feelings of security and which were held to be important for all individuals—which, in fact, might serve as a basic formula for the treatment of all patients. These were known as the Seven Essential Securities. They were stated as follows:

- |                            |                                    |
|----------------------------|------------------------------------|
| 1. Security of affection   | 5. Security of thought             |
| 2. Security of self-esteem | 6. Security of action              |
| 3. Security of the group   | 7. Security of skill and knowledge |
| 4. Security of success     |                                    |

The requirements of individuals might vary. Certain specific factors might need to be stressed in the case of certain patients depending upon their previous personalities and their present state, but unless the patient felt reasonably secure in each of these areas, he was maladjusted. It was found that where these seven factors were given consideration in planning the reconditioning program and in treating (guiding) individual patients, that recovery was hastened.

It is believed that these seven factors are basic considerations in planning any program of rehabilitation or of education for veterans and that it will be worth while to take time here to consider each of them separately.

#### 1. *Security of Affection*

The security which comes from having friends and from loving and being loved is essential in greater or lesser degree for the mental health of each person. Security of affection is basic in adjustment.

When a man enters the Army he is separated from his friends and family but his need for the emotional support which they gave him is not less but actually greater. If the soldier makes a satisfactory adjustment to the Army, he must substitute other emotional supports for the immediate security his loved ones and friends supplied. This he does in various ways. He maintains contact with home through many letters. On the average, soldiers

write home three times each week. He acquires a buddy. This fact Sgt. Mouldin's cartoons so effectively portray. The soldier makes new friends. The members of his squad or unit with whom he works, fights, and suffers come, in a way, to substitute for both family and civilian friends.

His attachments to his Army companions are as a rule deeper than any friendships he has experienced as a civilian. This he comes to realize when a buddy is killed or when he, himself, is transferred out of his organization or is separated from the Service. Also, the longer a soldier is away, the more home and family come to be idealized. He tends without realizing it to attribute to his loved ones and friends personal qualities which may not represent their real selves. Later, on comparing these remembered mind pictures with reality, there may be the feeling that one's friends and family have changed. Army buddies may seem less like strangers than the family and lifelong friends. The tendency to idealize the virtues of the one who is absent works both ways. The soldier's family and friends in turn may have credited him with virtues and qualities he does not possess. Then, too, there are real changes which time and experience write in each of us. The returned soldier and his friends and family may find it hard to understand that they must get acquainted again, and that time and patience are required for adjusting idealized concepts to actualities.

This period of adjustment is complicated by the fact that the returned soldier misses his Army buddies. Also the lack of easy *comaraderie* which distinguished Army from civilian life may make the veteran feel as many express it "like a fish out of water."

The answer is to help the returned soldier find acceptable substitutes for the patterns of affection he developed while in Service. What is needed is unobtrusive friendliness and provision of social opportunity. Any sound program of rehabilitation or of education will take account of this need. The reconditioning program prepared the hospitalized soldier to understand this necessary period of readjustment through lectures and discussions based on psychology and on reported experiences of veterans already in civilian life.

The methods which were found effective in reconditioning will also be useful in rehabilitation. An adequate program will provide the following. First, it will make available in each community some place where the veteran and his family may go for professional advice and counsel in regard to family and personal relationships. To appreciate the importance of this, one need only be reminded that one of the questions most frequently asked of Personal Affairs Officers, is, "How can I obtain a divorce?"

The second thing a sound rehabilitation program will stress is that communities provide programs of recreation which will draw the returned veteran into social groups and activities. Perhaps a third thing might be to encourage organization of community-wide programs to promote friendliness and neighborliness. One practical way to do this would be to establish a servicemen's

information center where veterans might go for advice and help with problems. The reconditioning program found that where personal problems, matters of pay, insurance, lost clothing, and the like were taken care of as soon as possible after a patient entered the hospital, that his chances of a more rapid recovery were greater.

## 2. *Security of Self-esteem*

Every individual needs the security that comes from the feeling of self-esteem induced by the knowledge that he is valued for himself without respect to his accomplishments. This is essentially the Christian doctrine of the value of the individual soul. It is also the democratic principle of the essential worth of the individual.

The nature of war tends to negate this principle. Yet the good commander is always concerned for his men. The American Army has not hesitated to sacrifice materiel when to do so would save personnel, in contrast to our enemies who have considered soldiers to be expendable. The Army Medical Department has given much consideration to this important need of being valued for one's self. Corpsmen and doctors have died in the attempt to save individuals who could be of no possible further use to the Army. General Kirk, the Surgeon General, has directed that every sick and wounded soldier be given the best medical and surgical care American medicine knows how to administer, and such has been done. The results are reflected in the morale of our Army and in the victory which is ours.

When soldiers return to civilian life they should experience similar concern for their welfare. Especially the soldier who has suffered battle fatigue or psychoneurosis as a result of his war experiences should not be made to feel that he is of less worth than other people. His full recovery depends on this. A fact to keep in mind is that approximately forty-four per cent of casualties returned to this country are or have been psychoneurotic. The public should be taught that this illness is not strange or unusual and that people who have suffered it are not queer or weak. Records of the Veterans Administration show that the peak of incidences of hospitalization for mental reasons as a result of World War One was reached in 1945. This should indicate to communities the necessity of organizing community resources including recreation, education, and the social services so as to provide a better mental climate for all citizens.

Finally, the veteran should be encouraged to consider the things which should be done for all people in his community because as humans they deserve to have such consideration. Health, housing, education, recreation, and community improvements should be his concern. The relative advantages shared by various social and racial groups should also be his problems. No civilization which for long fails to recognize the essential worth of any group or race because of their position or accomplishments can endure permanently. The soldier fought for these principles in war. He should be enlisted imme-



diately in the struggle to achieve them in peace. To do so will not only advance the culture of the community but will also be one of the best means of rehabilitating the returned soldier.

### 3. *Security of the Group*

Every individual finds deep within himself the desire to belong—to be accepted by his group as one of its important members. For this reason men and women join clubs, lodges, and similar organizations. In the Army the soldier belongs to his unit. Stress is laid on group solidarity. Just being in uniform makes one belong to a group which is important. Service ribbons, decorations, shoulder patches, and insignia further emphasize the soldier's feeling of belonging. The Army Medical Department found that it paid dividends to arrange for presentation of service ribbons, battle stars, and decorations as soon as possible because mental attitudes were improved.

When a soldier lays aside his uniform and decorations he misses this sense of belonging and unless his community provides opportunity and encourages him to become a member of some worth-while group, he may become unhappy. He may even form or join undesirable organizations. One remembers the gangster period following the last war. There should be a definite effort made to marshal for the general good the forces of each community, and this should be done through groups, which will provide veterans the opportunity to engage in something of value to the community and to themselves.

### 4. *Security of Success*

To find employment in which one can succeed is recognized by everyone as of the utmost importance. In fact, it is the key to adjustment. Industrial therapy which the reconditioning program developed as a means of treatment was found to be the most effective therapy which could be applied in convalescence. To have a job where one could earn money provided nearly all of the necessary securities. It improved self-esteem and established confidence, provided a sense of belonging, and a feeling of success. It made the individual feel useful and resolved many conflicts. It provided action and required the development of skills and the acquiring of knowledge which tended to take the patient's mind off himself and his ailments and to center it on things outside himself.

In assigning men to duty in the Army, it was found that in spite of the fact that it was not always possible to place men in jobs for which they were best fitted, war being what it is, that the careful screening of men through tests and interviews and their assignment on the basis of such procedure was valuable none the less and resulted in better morale and greater efficiency. The readjustment of soldiers to civilian life should require as careful screening through testing, interviewing, and guidance. Here the problem is more difficult than the Army because the individual will decide what he will do. Neither is it possible to assign men to jobs. For this reason it is all the more important that community counseling and guidance centers be established.

### 5. *Security of Thought*

There is need for everyone to have some basis for relating the many conflicting and apparent inconsistencies in life. The Army found this highly essential for morale and in reconditioning it was discovered to be important in promoting recovery. Information and education through newspapers, radio, motion pictures, lectures, and discussion groups were provided soldiers in every theatre of operation. In fact, so vital did the War Department consider this need that a Division of the Army Service Forces was organized with a Major General in charge which was known as the Information and Education Division.

During the period of readjustment which will follow the war, there will be great need for programs of orientation for communities. Men have long sought "the cosmic substance"—the one answer to everything. It is doubtful if one answer will be found. There will need to be many answers. Schools, churches, colleges, community organizations, and groups of all kinds will need to be encouraged to recognize the need for information, education, and discussion as bases for solving the many problems which communities will face. Unless this is done, some group is likely to come forward with a ready-made answer, the one answer, which will seem to offer mental security and which people may fall for, to their detriment. The way to prevent this will be to co-ordinate the information sources and all the educational facilities of each community to provide an adult education program which will anticipate problems.

### 6. *Security of Action*

Every individual wants the sense of security that comes to him from the feeling that he has the freedom and the opportunity to help shape his life and the conditions under which he lives in line with his philosophy and in accord with what he believes to be right. The Army has to a considerable extent under-estimated this need. In reconditioning it was found that patients co-operated better with the medical officer and were more faithful in following their prescriptions when they helped plan their own convalescent regimens. It was also found that if responsibility were given patients for planning the off-duty program, that the off-duty time contributed more directly to the recovery of the patients.

Returning veterans need to be given opportunity to assist in planning and carrying out community enterprises, especially those relating to their own welfare. In one state the whole matter of the administration of the state veteran's program has been placed in the hands of the veterans themselves.

### 7. *Security of Skill and Knowledge*

How often one hears the expression, "I could have done that if I had had the chance!" What the individual means is that were he trained for the job he could do it well. He lacks the necessary knowledge and skills or it may be only the matter of a college degree or high-school diploma. On the other hand,

he may possess the ability and the required knowledge and skill for a certain job but does not know how to win a hearing. He lacks the skills to make himself articulate. Many men with good ideas and with skills to market feel frustrated for this reason.

The returning soldier will have certain knowledge and skills which he has acquired in the Army. Some of these will be marketable in civilian life, others not. It will be the responsibility of each community to study its industrial, business, and social needs to determine what knowledge and skills are required. Then the information, knowledge, and skills which the veteran brings back from the Service should be assessed to determine how these may be best employed for the benefit of the community and the veteran. As part of the reconditioning program, the convalescent hospital provided for the assessment of the interests, abilities, skills, and experiences of each convalescent patient. Skilled vocational counselors and psychologists interviewed, tested, and prepared a report for each patient. The counselor and patient then discussed this report. The patient was encouraged to develop a program of re-education and retraining for himself. When this was accomplished he was given a chance to try out his plan. For this purpose shops of all kinds were provided and every sort of educational opportunity was afforded. Through arrangement with industry and business, certain patients were given convalescent furloughs and received on-the-job training.

Beyond the immediately practical benefits to the patient of this program were the therapeutic values which resulted. Feelings of security were definitely increased. In the rehabilitation and re-education of the veteran, similar procedures will be found fruitful. The schools and colleges in each community together with all other educational and related services should be organized so as to offer to the veteran the opportunity for full employment of his skills and knowledge for benefit of himself and his community.

#### CONCLUSIONS

In the care of convalescent patients the Army Medical Department found the following principles to be effective in treatment:

1. The prescription should provide for the patient's total needs.
2. Treatment will be more effective if the patient understands the nature of his illness or injury, participates in writing his own prescription, and is made to feel responsible for his own recovery.
3. The best therapy in reconditioning is the exercise of normal functions.
4. In mental reconditioning, the security needs common to all persons will furnish the basic formula for writing the individual prescription. To be secure in affection, to be valued for oneself without respect to one's accomplishments, to be accepted by one's group, to succeed in one's enterprises, to have a philosophy which tends to resolve one's inner conflicts, to be free to act in line with such philosophy and to shape one's life accordingly, and to possess the necessary knowledge and skills for accomplishing these things, are essen-

tials for mental health and necessary for every person. Applied to the problems of readjusting veterans to civilian life, these principles of reconditioning suggest the following conclusions:

1. When one considers the veteran, his family, and dislocated war workers, the number of people to be readjusted will be so great as to make the need of doing something for the veteran secondary to that of achieving better community organization.

2. Better community organization implies that all of the resources of the community will be co-ordinated through careful planning so that they may be utilized in meeting whatever problems may arise. This was accomplished in the reconditioning program by means of Reconditioning Councils. Similarly, community councils might be found to be effective in co-ordinating community resources in a community readjustment program.

3. Responsibility for the readjustment of adults, including veterans, should be placed on each community. Higher echelons of authority as county, state, and national agencies should stand ready to assist with expert advice and money where necessary. They should also lay down the general pattern into which community organization should fit.

4. Adjustment is fundamentally an educational process. There should be community orientation based on a broad program of adult education. An adult counseling center should be provided, professionally staffed, and supported by many and varied community groups.

5. No plan for readjusting the veteran or adult citizen will be effective if it sets him apart as an object of concern, or if it robs him of his responsibility.

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### **Vocational Courses in Providence**

The Providence, Rhode Island School Department has issued a 48-page illustrated booklet describing the educational opportunities in its schools for returning service men and women, for released civilian war workers, and all other adults desiring further educational or vocational training. The booklet, prepared under the direction of Superintendent James L. Hanley, provides a prospectus for what will become an extensive program of adult education in vocational training, college preparation, and arts and crafts. A unique feature of the program is the establishment of an adult counseling service. A trained and experienced counselor will consult daily with adults who wish to avail themselves of the varied educational opportunities. The adult counselor, in addition to serving as a link between the school department and various state and Federal agencies supervising the training or retraining of adult students, will work in close conjunction with the regular counseling services of the Providence Public Schools which are maintained in each of the day and evening schools where training is afforded. The program is provided under the sponsorship of Mayor Dennis J. Roberts and members of the Providence School Committee.

## Counseling Program of the Veterans Administration

KARL T. WAUGH

*Vocational Advisement Supervisor, Veterans Administration,  
Washington, D. C.*

### BACKGROUND OF COUNSELING

**D**URING World War I there was created the Federal Board of Vocational Education which initiated a program of vocational advisement, training, and placement for all honorably discharged veterans who had service-connected disabilities. Under that program a vocational adviser would have an interview with the veteran, and if it appeared that the veteran could not return to his prewar job with satisfaction, the adviser, taking into account the aptitude, the intelligence, and the interests of the veteran, would recommend training for some occupation in a field in which there appeared to be opportunity and for which the veteran expressed his preference. In 1921 the United States Veterans Bureau took over those functions of the Federal Board for Vocational Education which related to the vocational rehabilitation of veterans as well as the activities of certain other agencies which pertained to providing services for veterans, and in 1930 the Congress brought all of these and other functions together under the Veterans Administration. In 1940 other Federal laws relative to the interests and welfare of persons who had served in the Armed Forces were enacted and the functions thereunder assigned to the Veterans Administration.

In March 1943, the 78th Congress, in enacting Public Law 16, assigned to the Administrator of Veterans Affairs the responsibility of providing courses of vocational rehabilitation for veterans who while serving in the Armed Forces subsequent to September 16, 1940, and prior to the end of the present war acquired disabilities in the Military or Naval Service and were in need of training to overcome their handicaps. Title II of the Servicemen's Readjustment Act of 1944 (Public Law 346, 78th Congress) amended previously existing laws so as to provide education or training or refresher or retraining courses for veterans not disabled and those having disabilities not connected with Service, provided such veterans had served 90 days or more in the Armed Forces during the above-mentioned period and were discharged or released from such service under conditions not dishonorable. The law commits the carrying out of these provisions of the Act to the Veterans Administration.

Under all of these Acts and in the general process of rehabilitation from military to civilian life, whether it be vocational, educational or personal and social, the function of advisement or counseling has always been of prime importance. The procedures and techniques of counseling have been undergoing improvement and refinement from the beginning of the rehabilitation program up to the present time. The advisement procedures as now carried

out by the vocational advisers of the Veterans Administration are fully set forth in a *Manual of Advisement and Guidance*, a copy of which is supplied each counselor.

#### KINDS OF COUNSELING

The counseling services offered under the program of the Veterans Administration comprise the following:

(1) Vocational advisement for the purpose of helping the veteran who has a vocational handicap resulting from a service-connected disability in the selection of an employment objective and such training as will enable him to overcome his handicap by becoming qualified to secure employment in an occupation for which the training will fit him. This counseling is provided under Public Law 16, 78th Congress. Vocational advisement in a particular case begins when a veteran returns his application form 1900, properly executed, to the Vocational Rehabilitation Division of the field office which, he has been informed, has the record of the official finding that he has a pensionable disability causing a vocational handicap. The first step in the advisement procedure consists of a conference of the Vocational Adviser and the applicant to determine whether a need for vocational rehabilitation exists. If such need exists the veteran is then guided through a thorough evaluation of his remaining capacities to determine how they may best be utilized occupationally in the light of his entire past social and domestic exposures, educational attainments, work experience, including special training and assignments in the Armed Forces, his interest and desires, together with such other capacities and abilities as may be revealed by suitable objective tests or by expert consultants on special aptitudes such as music, art, etc., to restore employability.

This orientation places the veteran in a position, with the aid of the vocational adviser, to explore the fields of employment open to him and these fields are then carefully scrutinized and eliminated one by one until one is left where his opportunities for employment seem the most promising. Within this one field of endeavor a definite employment objective is selected and the necessary training outlined with respect to content, duration, and type of training. Such a program of rehabilitation before it may be entered upon by the veteran must be acceptable to the veteran and approved and certified by a medical consultant, the vocational adviser, and finally the training officer, who is to become intrusted with his supervision during the period of his training.

This vocational counseling is available also to veterans who are entitled to benefits provided under Public Law 346 and who request vocational guidance in connection with their application on Form 1950. Counseling of applicants under Public Law 346 does not require a determination of need for vocational rehabilitation.



(2) Placement counseling, available to all disabled veterans who pursue vocational rehabilitation under Public Law 16, as well as to non-disabled veterans and veterans having non-service-connected disabilities under the provisions of Public Law 346, 78th Congress (Servicemen's Readjustment Act), whose return to pre-service employment is impeded because the pre-service job no longer exists or because employment in the field of the former occupation is no longer advantageous. The function of this type of counseling is to prepare the counsellee for making proper efforts in his own behalf, and for co-operating effectively with advisers, training officers, and others acting in his behalf, for the purpose of finding suitable employment and making appropriate contacts with prospective employers to secure employment. The vocational guidance provided veterans who request it under Public Law 346 may include instructions, if a veteran desires it, as to the methods and principles to be observed in their efforts to secure employment suitable to their occupational capacities as evaluated by the application of the vocational advisement procedure which is set forth in the *Counselor's Manual of Advisement and Guidance*.

(3) Educational guidance for veterans who need or desire such service in connection with vocational advisement under Public Law 16 and for veterans who are entitled to and desire it under Public Law 346. This counseling will be for the purpose of indicating to the veteran what further education if any, he should pursue in order to capitalize his potentialities and bring him to the stage where he can best function in civil life. It aims to encourage veterans to shape their educational plans with a view to preparing for employment in some definite occupation, as this is an essential means of effecting general social adjustment. The counseling is designed to induce the veteran to avoid embarking on an educational venture which would prove fruitless for him.

(4) Personal adjustment counseling to assist veterans in overcoming or avoiding emotional disturbances, mental attitudes, social conflicts, and other conditions that cause maladjustments which interfere with the successful pursuit of vocational or educational objectives.

#### LOCATION OF COUNSELING UNITS

##### *Guidance Centers*

Since it is the purpose of the Veterans Administration to provide expert counseling and guidance service to veterans, both the disabled and any others who desire and are entitled to such service, it has been planned to have an adequate number of guidance centers so located as to be convenient to veterans' homes and to have them staffed by personnel who can co-ordinate all the pertinent considerations respecting the different kinds of counseling a veteran may need. Because of the fact that the law providing vocational rehabilitation for disabled veterans was enacted and put into effect more than a year before the Servicemen's Readjustment Act of 1944, it was necessary, of

course, to inaugurate first the program for the vocational rehabilitation of disabled veterans, which includes vocational counseling. But with a proper expansion of the staff and increase in the number of Veterans Administration Guidance Centers, where counseling is being done under this program, the same quality of advisement is made available to those who apply for education and training or for educational or vocational guidance under Public Law 346, Servicemen's Readjustment Act, as is provided for those who seek vocational rehabilitation under Public Law 16.

A study of the possibilities of putting this plan into effective operation indicated the fact that the colleges and universities of the country can best meet the requirements of the Administration as locations for the counseling services, inasmuch as these institutions (1) usually have on their staff persons who are skilled in the administering of educational or vocational tests and measurements and in various kinds of counseling; (2) generally are equipped to provide space and accommodations for the counseling procedure as well as the necessary dormitory and boarding facilities for those who come to receive counseling.

The selection of an institution as a location for a guidance center is based upon information submitted by the institution, setting forth the facilities available at the institution for the effective operation of the guidance program. When the representations made by the institution are satisfactory to the Veterans Administration, and a guidance center is needed to serve veterans in the area where the institution is located, a contract is executed between the institution and the Veterans Administration covering the matter of the services to be rendered, the charges to be made, and other factors necessary to make the program workable.

The term of each contract is for a period expiring June 30 (end of the fiscal year). It is renewable for a period of one year thereafter and subject to cancellation on 80 days' notice.

Since it is found that the facilities involving kinds and amounts of services offered by colleges and universities vary from institution to institution, provision has been made for variations in the plan by which institutions may co-operate with the Veterans Administration in providing services relating to counseling. Under one plan the institution provides complete counseling services and all facilities for the personnel; under another the institution provides testing services only, and under a third certain facilities other than counseling and testing are to be provided. Following is the list of 92 guidance centers established to date at educational institutions. The veterans administration is rapidly extending the number of these guidance centers at which guidance facilities are available to veterans as the needs arise and in such colleges and universities throughout the United States as are judged thoroughly competent to carry on the work expected.

- Alabama, Tuskegee, Veterans Facility  
 Arizona, Phoenix, Union High School  
 and Junior College  
 Arkansas, Fayetteville, University of  
 Arkansas  
 Arkansas, Jonesboro, Arkansas State  
 College  
 California, Sacramento College  
 California, Fresno Junior College  
 California, San Jose State College  
 Connecticut, New Haven, Vocational  
 Counseling Service  
 Florida, Gainesville, University of  
 Florida  
 Georgia, Atlanta, Georgia School of  
 Technology  
 Georgia, Macon, Mercer University  
 Idaho, Moscow, University of Idaho  
 Illinois, Urbana, University of Illinois  
 Illinois, University of Chicago  
 Illinois, Chicago, Central YMCA Col-  
 lege  
 Illinois, Carbondale, Southern Illinois  
 Normal University  
 Illinois, Dekalb, Northern Illinois State  
 College  
 Illinois, Macomb, Western Illinois  
 State Teachers College  
 Illinois, Normal, Illinois State Normal  
 University  
 Indiana, Bloomington, Indiana Univer-  
 sity  
 Indiana, Lafayette, Purdue University  
 Iowa, Ames, Iowa State College of  
 Agriculture and Mechanic Arts  
 Iowa, Cedar Falls, Iowa State Teach-  
 ers College  
 Iowa, Iowa City, State University of  
 Iowa  
 Iowa, Sioux City, Morningside College  
 Kansas, Lawrence, University of  
 Kansas  
 Kentucky, University of Louisville  
 Kentucky, Murray, State Teachers  
 College  
 Louisiana, Baton Rouge, Louisiana  
 State University
- Louisiana, Scotlandville, Southern  
 University and A. and M. College.  
 Louisiana, New Orleans, Tulane Uni-  
 versity  
 Maryland, College Park, University of  
 Maryland  
 Maryland, Baltimore, Morgan State  
 College  
 Massachusetts, Cambridge, Harvard  
 University  
 Michigan, Ann Arbor, University of  
 Michigan  
 Michigan, East Lansing, Michigan  
 State College of Agriculture and  
 Applied Science  
 Michigan, Grand Rapids Junior Col-  
 lege  
 Michigan, Marquette, Northern Michi-  
 gan School of Mines  
 Minnesota, Minneapolis, University of  
 Minnesota  
 Missouri, Springfield, Southwest Mis-  
 souri State Teachers College  
 Missouri, Warrenburg, Central Mis-  
 souri State Teachers College  
 Missouri, Maryville, Northwest Mis-  
 souri State Teachers College  
 Missouri, Columbia, University of Mis-  
 souri  
 Missouri, Liberty, William Jewell Col-  
 lege  
 Nebraska, University of Omaha  
 New Jersey, Newark, College of Engi-  
 neering  
 New Jersey, New Brunswick, Rutgers  
 University  
 New Mexico, Silver City, New Mexico  
 State Teachers College  
 New Mexico, Portales, Eastern New  
 Mexico College  
 New York, Ithaca, Cornell University  
 New York, University of Buffalo  
 New York, New York City, 1560 Am-  
 sterдам Avenue, City College of  
 New York  
 New York, Rochester Institute of Tech-  
 nology

New York, Syracuse University	of South Carolina
New York, Tryon, Rensselaer Polytechnic Institute	South Carolina, Greenville, Furman University
North Carolina, Chapel Hill, University of North Carolina	Texas, Canyon, West Texas State Teachers College
North Carolina, Salisbury, Catawba College	Texas, Dallas, Independent School District
North Dakota, Fargo, North Dakota Agricultural College	Texas, El Paso, Texas College of Mines and Metallurgy
North Dakota, Grand Forks, University of North Dakota	Utah, Logan, Utah State Agriculture College
Ohio, University of Cincinnati	Utah, Ogden, Utah State Board of Education
Ohio, University of Akron	Utah, Provo, Brigham Young University
Ohio, Cleveland, Fenn College	Utah, Salt Lake City, University of Utah
Ohio, University of Toledo	Utah, Cedar City, Branch Agricultural College
Ohio, Youngstown College	Vermont, Burlington, University of Vermont
Ohio, Columbus, Ohio State University	Virginia, University of Richmond
Oklahoma, Stillwater, Oklahoma A. and M. College	Virginia, Charlottesville, University of Virginia
Oklahoma, Norman, University of Oklahoma	West Virginia, Morgantown, University of West Virginia
Oregon, Eugene, University of Oregon	Wisconsin, Eau Claire, State Teachers College
Pennsylvania, Meadville, Allegheny College	Wisconsin, Madison, University of Wisconsin
Pennsylvania, Philadelphia, University of Pennsylvania	Wisconsin, Milwaukee, Marquette University
Pennsylvania, University of Pittsburgh	Wisconsin, West du Pere, St. Norbert College
Pennsylvania, State College, Pennsylvania State College	
Pennsylvania, Wilkes Barre, Bucknell Junior College	
Rhode Island, Providence, Brown University	
South Carolina, Columbia, University	

### *Regional Offices*

Counseling is now being carried on at 54 regional offices of the Veterans Administration which are scattered throughout the country, approximately one in each state. Wherever the needs of the community demand it, however, a branch office of a regional office may be established. Considering the regional offices and their branch offices and the three to six institutions in a state at which the setting up of guidance centers is contemplated, the number and location of centers will be such that a veteran in any part of the country will not have to travel more than a few hours, at the most, to find available the counseling that is needed. The Veterans Administration pays the transportation and the cost of room and board where necessary for veterans who

have appointments for counseling under the provisions as set forth in Public Law 16.

#### THE COUNSELORS

Vocational advisers employed by the Veterans Administration must have certification by the U. S. Civil Service Commission that their qualifications in education and experience meet the requirements set forth in Civil Service announcements. These include at least five years of full-time paid experience of which three years must have been in special fields; such as, employment placement, personnel management, vocational guidance, occupational analysis, administration, scoring and interpretation of intelligence and aptitude and interest tests. For the position of Associate Vocational Adviser and Assistant Vocational Adviser or Psychometrist, the requirements are similar, differing mainly in specifying four and two years respectively of previous full-time experience rather than five years. For a limited portion of this specialized experience, graduate study in a university in the appropriate fields may be substituted, one full year of graduate study for eight months of experience.

The vocational advisers of the Veterans Administration for the most part have the doctor's or the master's degree in psychology or education or personnel administration, and they have received special training in the techniques of vocational advisement for the Veterans Administration in courses of instruction provided by the Administration, in which there is intensive study of the *Manual of Advisement and Guidance*, also opportunity for some clinical experience in the advisement of actual rehabilitation cases. It is expected that persons on the staffs of co-operating educational institutions who are to serve as counselors at guidance centers shall have qualifications in education and experience equivalent to those of the Veterans Administration advisers.

#### Veterans Record of Service Training and Education

Army veterans separated from the service prior to the institution of the Army Separation Qualification Record (WD AGO Form 100) may secure from the Army an official statement of their service training and education, excluding courses administered by the United States Armed Forces Institute, by directing a request to The Adjutant General, Washington 25, D. C. Each request should contain, to the best of the individual's recollection, the following information:

1. Full name (given name, middle initial, and surname).
2. Army Serial Number (enlisted, officer, or both where applicable).
3. Statement of desired information.
4. Names and locations of schools attended, date entered, name of course(s), and any additional data which would assist The Adjutant General in preparing the desired statement.

It should be pointed out that if the applicant does not have in his possession an official record of courses administered through the United States Armed Forces Institute, such a record may be obtained from Headquarters, USAFI, Madison 3, Wisconsin.

## Obtaining Credit for Military Service\*

PAUL E. ELICKER

Executive Secretary, National Association of Secondary-School Principals

**D**UPLICATED on the following pages are portions of two official War Department forms which former students in our secondary schools may use to establish and to receive academic credit in school or college for all educational achievement and experience acceptable to the school or college. Brief descriptions of these two forms follow.

### I. USAFI FORM 47 (Revised September, 1944).

Three pages of USAFI FORM 47, *Application for Credit for Educational Achievement During Military Service*, are reproduced on the following pages. This official, six-page form is available to all men and women in the Armed Forces through the educational service officers or information and education officers of their military units. This revised FORM 47 should also be familiar to all school administrators who will evaluate and issue school credits to men and women in the Armed Forces toward graduation from the secondary school. Copies of USAFI FORM 47 and War Department AGO FORM 100, *Separation Qualification Record*, along with letters suggesting the widest possible use of these forms from the United States Armed Forces Institute and the National Association of Secondary-School Principals were sent last year to all secondary schools by the War Department.

### AVOIDING "BLANKET CREDIT" FOR MILITARY SERVICE

Educational leaders and administrators, regional accrediting associations, and many state departments of education agree that it is educationally undesirable and dangerous to grant "blanket credit" and issue diplomas to students in secondary schools who have *not met* the usual requirements of the school and state for graduation when they entered the Armed Forces.

Statements of a desirably sound and educationally acceptable policy for secondary schools was published in *The Bulletin* and distributed widely in pamphlet form under the titles: *Secondary-School Credit for Educational Experience in Military Service*<sup>1</sup>, and *School and College Credit for Military Experience: Answers to Questions*<sup>2</sup>, and *Earning Secondary-School Credit in the Armed Forces*<sup>3</sup>.

\*A reprint of article under topic *Students in the Armed Forces Can Be Graduated*, *The Bulletin*, March 1945, pp. 29-35.

<sup>1</sup>The *Bulletin*, No. 116, October, 1943. *Essential Guidance in Wartime for the Secondary-School Administrator*, pp. 7-14. Out of print.

<sup>2</sup>The *Bulletin*, No. 131, May 1945. *Essential Guidance in Wartime for the Secondary-School Administrator*, pp. 15-20. Available as separate pamphlet at 10 cents per copy; 25 copies, \$1.50; 50 copies, \$2.50; 100 copies, \$4.50.

<sup>3</sup>The *Bulletin*, No. 122, April 1944. *Planning in Secondary Education*, pp. 3-12. Available as separate pamphlet at 10 cents per copy; 25 copies, \$1.50; 50 copies, \$2.50; 100 copies, \$4.50.



**UNITED STATES ARMED FORCES INSTITUTE**  
(An official agency of the War and Navy Departments)  
**APPLICATION FOR CREDIT FOR EDUCATIONAL ACHIEVEMENT DURING MILITARY SERVICE**

**SECTION I - TO BE FILLED IN BY APPLICANT (Fill in each item)**  
(Before filling in this blank, read instructions A to H, Page 3)

1. NAME (Last, first, middle initial)		2. IDENTIFICATION TAG NO. AS AN ENLISTED MAN _____ AS AN OFFICER _____	
3. BRANCH OF SERVICE	4. MAILING ADDRESS FOR REPLY FROM EDUCATIONAL INSTITUTION		
5. RANK OR RATING	6. HOME ADDRESS (Where mail will always reach you)		
7. DATE OF BIRTH	8. RACE	9. SEX	10. DATE ENTERED SERVICE
			11. DATE OF THIS APPLICATION

**CIVILIAN EDUCATION**

12. MONTH AND YEAR YOU LAST ATTENDED CIVILIAN SCHOOL	13. CIRCLE HIGHEST GRADE OF SCHOOL COMPLETED 6 7 8 9 10 11 12 13 14 15 16 P.G.	14a. HIGH SCHOOL GRADUATE? <input type="checkbox"/> YES <input type="checkbox"/> NO
14b. COLLEGE GRADUATE? <input type="checkbox"/> YES <input type="checkbox"/> NO DEGREES _____	15a. WHAT WAS YOUR MAJOR FIELD OF STUDY? 15b. IN WHAT MAJOR FIELD DO YOU PLAN TO STUDY IF YOU RETURN TO SCHOOL OR COLLEGE?	
16. NAME AND MAILING ADDRESS OF CIVILIAN SCHOOL LAST ATTENDED		
17. NAME AND MAILING ADDRESS OF CIVILIAN SCHOOL, EMPLOYER, OR AGENCY TO WHICH THIS REPORT IS TO BE SENT		
18. WHILE YOU HAVE BEEN IN SERVICE, HAVE YOU COMMUNICATED WITH THE CIVILIAN SCHOOL, EMPLOYER, OR AGENCY NAMED IN ITEM 17? <input type="checkbox"/> YES <input type="checkbox"/> NO IF YES, GIVE APPROXIMATE DATES _____		

**EDUCATIONAL COURSES COMPLETED IN THE SERVICE**

a. If you have enrolled for and completed any correspondence or self-teaching course with the United States Armed Forces Institute, the Marine Corps Institute, the Coast Guard Institute, or the Air Forces Institute, list in column 19 the catalog number and title of the course, and list in column 20 the name of the institute with which you were enrolled.

b. If you have completed a university extension course through the Armed Forces Institute, list the exact University catalog number and title of the course in column 19, write "Armed Forces Institute" in column 20, and write the name of the university in column 21.

c. If you have completed courses in voluntary group classes or in a post hostilities education program, using Armed Forces Institute materials or other materials, list in column 19 the subjects studied and indicate the exact titles of any Armed Forces Institute texts used. In column 20 write "Voluntary Group" or "Post Hostilities." In column 21 enter the station where such courses were taken and their dates.

19. CATALOG NO. AND TITLE OF COURSE If no courses were taken, print NONE	20.	21.

**ARMED FORCES INSTITUTE EXAMINATIONS**

22. HAVE YOU TAKEN ANY ARMED FORCES INSTITUTE EXAMINATIONS? If yes, supply following details if available:			<input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF TEST	DATE TAKEN	STATION WHERE TAKEN	
Additional copies of this blank may be obtained by writing to the United States Armed Forces Institute, Madison 3, Wisconsin, or to the nearest oversea branch of the Institute.		SIGNATURE OF APPLICANT	

Army Reference: W.D. Cir. 377, 18 Sep 44)  
Navy Reference: BuPers Circ. Ltr. 349-44, 17 Nov 44)

USAFI FORM NO. 47 (REVISED SEPTEMBER 1944)

**SECTION II - TO BE FILLED IN BY CERTIFYING OFFICER (Fill in each item)**

(Before filling in this blank, read Instructions I to L, Page 3)

23. BASIC OR RECRUIT TRAINING COMPLETED AT: (If none, print NONE)	DATES OF ATTENDANCE	
	FROM	TO

**24. SERVICE SCHOOLS ATTENDED (If none, print NONE)**

NAME OF SCHOOL	LOCATION	NAME OF COURSE	DATE ENTERED	LENGTH OF COURSE	DATE SEPA- RATED	COMMENTS (standing in class, final marks, etc.)

**25. SERVICE JOBS OR BILLETS**

TITLE OF EACH JOB OR BILLET FILLED WHILE IN SERVICE	IF ARMY, GIVE SPECIFICATION SERIAL NO. OF JOB (from TM 12-405, TM 12-406, TM 12-426, or TM 12-427) IF MARINE CORPS, GIVE SPECIFICATION SERIAL NO. OF JOB (from NAVMC 1006 PDI)	LENGTH OF TIME IN EACH JOB OR BILLET (in weeks)
a.		
b.		
c.		
d.		
e.		
f.		

**26. NAVY AND MARINE CORPS TRAINING COURSES COMPLETED**

TITLE OF COURSE (if none, print NONE)	END-OF-COURSE MARK
a.	
b.	
c.	
d.	

**THIS APPLICATION MUST BE APPROVED AND SIGNED BY AN OFFICER**

I approve this application. I certify that as far as possible the information contained herein has been compared with official records, and that to the best of my knowledge this information is correct. [If the applicant is a Naval commissioned or warrant officer whose records are not available locally (See Instruction J), check here ☐.] If it becomes necessary for the applicant to take an Institute examination in order that his in-service training and experience can be better evaluated by school authorities, I agree to receive the examination, administer it or delegate the administration of the examination in accordance with standard instructions, and return all examination materials to the Institute.

SIGNATURE OF CERTIFYING OFFICER, WITH TITLE (Please print or type name below signature.)	ADDRESS

THIS REQUEST IS TO BE MAILED BY THE CERTIFYING OFFICER TO THE HIGH SCHOOL,  
COLLEGE, OR PROSPECTIVE EMPLOYER LISTED IN ITEM 17, PAGE 1

## EVALUATING AND AWARDING CREDIT

Equally agreed were these educational leaders and organizations that all kinds of educational achievement and experience obtained by a student while in military service should be evaluated and accepted for credit toward graduation. *Earning Secondary-School Credit in the Armed Forces* outlines acceptable bases for evaluating and issuing school credit. A later publication by the American Council on Education, entitled *A Guide to the Evaluation of Educational Experiences in the Armed Services*<sup>4</sup>, describes and gives credit recommendations for service courses offered through the United States Armed Forces Institute, the Army Education Program, the Navy Educational Services Program, the Marine Corps Institute, the Coast Guard Institute, and the training programs of the United States Merchant Marine Corps.

## USE OF USAFI FORM 47

Now is the most opportune time for all secondary schools to extend an opportunity to all their former students who have not been graduated or who want advice about continuing their education while in the service or after discharge from the Armed Forces.

Many schools are in continuous communication with all former students (or all who attended during the last six years) who have not been graduated. These contacts are maintained directly with former students or through their parents. These schools make it possible for former students while in the Armed Forces to meet graduation requirements. Hundreds of students now in service have qualified for graduation during the past two years and were awarded the regular standard diploma of the secondary school.

School administrators should urge more former students who were close to graduation when they entered the service to use USAFI FORM 47. These students may have time now during the "post hostilities" period to study and qualify for a regular and standard diploma. They must not return to civilian life to demand a diploma from their former schools merely because they were in the service of their country. Diplomas granted on basis of military service only are, or will be, discounted educationally as wartime diplomas of questionable value and will ultimately result disadvantageously for the "pseudo" graduate and for the secondary school itself. Schools generally have maintained that all diplomas shall be honestly earned and educationally merited.

B. *The War Department* AGO FORM 100.

This *Separation Qualification Record* is to be used by veterans of World War II for obtaining school credit. (USAFI FORM No. 47 is not available to veterans.) All personnel at the time of discharge are issued this form or a somewhat similar separation form if from the Navy, Marine Corps, or Coast Guard. These veterans will also have certificates of the successful completion

<sup>4</sup>*A Guide to the Evaluation of Educational Experiences in the Armed Services*. The American Council on Education, 64 Administration Building, Urbana, Illinois. Handbook of 500 pages, looseleaf, 1944 edition \$2.00. Supplement \$3.00.

**UNITED STATES ARMED FORCES INSTITUTE**  
(An official agency of the War and Navy Departments)

**REPORT OF ACTION BY EDUCATIONAL INSTITUTION**

**FILL OUT THIS FORM FOR THE APPLICANT**

(Before filling in this blank, read Instructions M to R, Page 3)

NAME AND ADDRESS OF APPLICANT

If the educational institution desires that USAFI examinations be administered to the applicant, this complete form (Pages 1 to 6), or an exact copy, should be filled out and mailed to the United States Armed Forces Institute, Madison 3, Wisconsin.

If the USAFI is not requested to administer any examinations, Page 4 of this form should be filled out and mailed directly to the applicant.

TO: THE UNITED STATES ARMED FORCES INSTITUTE, MADISON 3, WISCONSIN.

IN ORDER TO PROVIDE FURTHER EVIDENCE OF THE APPLICANT'S EDUCATIONAL ACHIEVEMENT, IT IS REQUESTED THAT THE ARMED FORCES INSTITUTE SUPPLY INFORMATION AS TO HIS STANDING ON THE FOLLOWING USAFI EXAMINATIONS, ARRANGING FOR HIM TO TAKE SUCH EXAMINATIONS AS DO NOT ALREADY APPEAR IN HIS RECORD:

NAME AND ADDRESS OF INSTITUTION

DATE

SIGNATURE

TITLE

TO: THE APPLICANT

FOR THE MILITARY TRAINING AND OTHER EDUCATIONAL EXPERIENCE REPORTED IN YOUR APPLICATION FOR EDUCATIONAL CREDIT

THERE ☐ HAVE BEEN AWARDED AND ENTERED ON YOUR RECORD

☐ WILL BE AWARDED WHEN YOU REGISTER AS A STUDENT

IN THIS INSTITUTION THE FOLLOWING CREDITS:

THE ABOVE CREDITS DO ☐ DO NOT ☐ FULFILL THE REQUIREMENTS FOR YOUR DIPLOMA OR DEGREE.

YOU MUST EARN \_\_\_\_\_ ADDITIONAL UNITS, CREDITS, OR HOURS TO QUALIFY FOR YOUR DIPLOMA OR DEGREE. TO FULFILL THESE REQUIREMENTS, YOU SHOULD PLAN TO INCLUDE THE FOLLOWING IN YOUR PROGRAM OF FURTHER STUDY: (SEE INSTRUCTION Q).

**RECOMMENDATIONS FOR FURTHER STUDY**

SUBJECT MATTER	EDUCATIONAL LEVEL	INFORMATION ABOUT RECOMMENDED SUBJECT
		(If no information is given, applicant is free to choose his own method of study.)

ADDITIONAL REQUIREMENTS:

NAME AND ADDRESS OF INSTITUTION

DATE

SIGNATURE

TITLE

ST NAME

UNIVERSITY

SHEET 6

SERIAL

ON OCCASION

TO JOURNAL

IF LAST DAY

OF MONTH

LAST MONTH

UNARY OF

UNARY OF

ON INFORM

PL OF SEPA

U.S.A.G.O.

## SEPARATION

ARMY  
QUALIFICATION

## RECORD

LAST NAME - FIRST NAME - MIDDLE INITIAL	ARMY SERIAL NUMBER	GRADE	DATE OF ENTRY INTO ACTIVE SERVICE	SEX	DATE OF BIRTH
PRESENT ADDRESS FOR MAILING PURPOSES (Street and Number - City - County - State)					

## CIVILIAN EDUCATION

HIGHEST GRADE COMPLETED	LAST YEAR OF ATTENDANCE	HIGHEST DEGREE RECEIVED	MAJOR COURSE OF STUDY	NAME AND ADDRESS OF LAST SCHOOL ATTENDED	
OTHER TRAINING OR RECOGNITION					
COURSE	NO. MOS.	COURSE	NO. MOS.	COURSE	NO. MOS.

## SERVICE EDUCATION

SERVICE SCHOOL	COURSE	YES NO	DATE	ARMY SPECIALIZED TRAINING PROGRAM			
				INSTITUTION WHERE ENROLLED	CURRICULUM AND TERM (COURSE OF TRAINING PROGRAM)	NO. OF WEEKS	ADDITIONAL YES NO

## CIVILIAN OCCUPATIONS

PRIMARY OCCUPATION TITLE SUMMARY	SECONDARY OCCUPATIONS TITLE SUMMARY
SUMMARY OF MILITARY OCCUPATION AND CIVILIAN CONVERSIONS (Shown by title)	

## MILITARY SPECIALTIES

LAST MONTHS	GRADE	PRINCIPAL DUTY	ARMY CODE	YEARS	MONTHS	GRADE	PRINCIPAL DUTY	ARMY CODE

SUMMARY OF MILITARY OCCUPATION AND CIVILIAN CONVERSIONS (Shown by title)

SUMMARY OF MILITARY OCCUPATION AND CIVILIAN CONVERSIONS (Shown by title)

THIS INFORMATION BASED ON SOLDIER'S STATEMENT. (Indicate by \* any items not supported by military records)

DATE OF SEPARATION	SIGNATURE OF SOLDIER	SIGNATURE OF SEPARATION CLASSIFICATION OFFICER
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## SEPARATION QUALIFICATION RECORD

SAVE THIS FORM. IT WILL NOT BE REPLACED IF LOST

This record of job assignments and special training received in the Army is furnished to the soldier when he leaves the service. In its preparation information is taken from available Army records and supplemented by personal interviews. The information about civilian education and work experience is based on the individual's own statements. The veteran may present this document to former employers, prospective employers, representatives of schools or colleges, or use it in any other way that may prove beneficial to him.

1. LAST NAME - FIRST NAME - MIDDLE INITIAL				MILITARY OCCUPATIONAL ASSIGNMENTS		
DOE, JOHN J., JR.				2. MONTH	3. GRADE	4. MILITARY OCCUPATIONAL SPECIALTY
5. ARMY SERIAL NO.	6. GRADE	7. SOCIAL SECURITY NO.				
32 455 772	S Sgt	664-33-8943	3	Pvt	AAF Basic Training (521)	
8. PERMANENT MAILING ADDRESS (Street, City, County, State)						
125 Meadowbrook Road Englewood, Bergen County, New Jersey			14	Sgt	Airplane and Engine Mechanic (747)	
9. DATE OF ENTRY INTO ACTIVE SERVICE	10. DATE OF SEPARATION	11. DATE OF BIRTH	12	S Sgt	Airplane Mechanic-Gunner (746)	
7 May 1942	4 Jul 1945	15 Aug 1917				
12. PLACE OF SEPARATION						
Separation Center, Fort Dix, N. J.						

## SUMMARY OF MILITARY OCCUPATIONS

13. TITLE - DESCRIPTION - RELATED CIVILIAN OCCUPATIONS  
**AIRPLANE AND ENGINE MECHANIC**--Performed duties at an AAF Bombardier Training Base in the continental United States. Was responsible for the inspection and repair of a flight of 12 twin-engine bombing trainer planes. Supervised the work of four mechanics. Assisted mechanics in making inspections, engine tests, and repairs. Did trouble shooting to determine the defects and made necessary corrections. On occasions made minor repairs on the electrical systems of the planes. Was responsible for keeping the planes clean and in good operating condition. Requisitioned tools and parts. RELATED CIVILIAN OCCUPATIONS-- Airplane Mechanic, Airplane Inspector, Engine Tester, Instrument Man IV.

**AIRPLANE MECHANIC-GUNNER**--Was crew member of a B-17 heavy bomber while serving with an 8th Air Force bomber group in England. Flew 21 missions over Germany. Kept check on instruments, fuel gauges, oil pressure, etc., while in flight. Transferred fuel from one tank to another to maintain balance of plane. Maintained flight log of the plane's performance and reported defects to ground crew. Fired top turret guns against enemy fighter planes under combat conditions. Has one enemy plane to his credit. While returning from missions he made temporary repairs on control cables damaged by flak.

NO ADD FORM 100  
1 JUL 1945

THIS FORM SUPERSEDES WD AGO FORM 100, 15 JULY 1944, WHICH WILL NOT BE USED.

This official Form 100, July, 1945, supersedes Form 100, March, 1944, and will be given to members of the Army when they are officially separated from the service.

MILITARY EDUCATION				
14. NAME OR TYPE OF SCHOOL - COURSE OR CURRICULUM - DURATION - DESCRIPTION				
AAF Technical School, Chanute Field, Ill., Airplane and Engine Mechanic, 20 weeks. Instruction included both theory and practical training in operation and repair of in-line and radial engines, use and installation of engine accessories (turbo superchargers, carburetors, generators, fuel pumps, etc.). Instruction also included the reading of blueprints, engine testing, use of mechanic's tools, and engine storage.				
AAF Pratt and Whitney Engine School, Chevrolet, Detroit, Michigan, 4 weeks. Received specialized training in the construction, operation and repair of the Pratt and Whitney engine.				
AAF Gunnery School, Tyndall Field, Florida, Flexible Gunnery (30 and 50 caliber machine guns), 6 weeks.				
CIVILIAN EDUCATION				
15. HIGHEST GRADE COMPLETED	16. DEGREE OR DIPLOMA	17. YEAR LEFT SCHOOL	18. COURSE - NAME AND ADDRESS OF SCHOOL - DATE	19. DURATION
12th Grade	H. S. Diploma	1935	General Auto Mechanics, Adams Vocational School, Englewood, N. J., 1940	5 months, 6 hours per week.
20. NAME AND ADDRESS OF LAST SCHOOL ATTENDED				
Central High School, Englewood, N. J.				
21. MAJOR COURSES OF STUDY				
Vocational				
CIVILIAN OCCUPATIONS				
22. TITLE - NAME AND ADDRESS OF EMPLOYER - INCLUSIVE DATES - DESCRIPTION				
<p><b>AUTOMOBILE MECHANIC</b>--Was employed in a small garage by R. M. Nystrum, Englewood, N.J., from July 1940 to Feb 1942. Did general auto repairing and tune-up work on various makes of automobiles and trucks. Ground valves, installed rings, repaired and adjusted carburetors, checked and repaired electrical systems. Aligned wheels and adjusted brakes. Repaired transmissions, clutches, differentials, generators, and fuel pumps. Did trouble shooting. Made minor body repairs and installed accessories. Acted as relief service station attendant during lunch hours.</p> <p><b>TRUCK DRIVER - LIGHT</b>--Drove 1½ and 2½ ton trucks for Acme Construction Company, 342 Calhoun St., Trenton, N. J., from Sept 1938 to June 1940. Hauled sand, cement, gravel and lumber. Made daily reports indicating weight and kind of material hauled, number of trips and total mileage traveled. Spent major portion of time driving dump trucks. Made minor repairs on motors in company garage during slack seasons. On occasions serviced trucks by changing oil, lubricating chassis, changing and repairing tires, etc.</p>				
ADDITIONAL INFORMATION				
23. REMARKS				
Served three years enlistment in regular Army from July 1935 to July 1938.				
24. SIGNATURE OF PERSON WHO PREPARED		25. SIGNATURE OF REFERENCE CLASSIFICATION OFFICER		26. NAME OF OFFICER (Typed or Stamped)
<i>John J. DeLoe</i>		<i>R. J. Smith, Capt. Adm.</i>		R. J. Smith, Capt., AGD

22-58475-100

This is the reverse side of the new Form 100 now in effect. All veterans receiving this form will not receive USAFI-47.



## NOTICE OF SEPARATION FROM THE U. S. NAVAL SERVICE

NAVPER-55 (Rev. 7-44)

1. NAME (LAST)		(FIRST)	(MIDDLE)	2. RATE AND CLASS	3. NAVY SERVICE NO.
4. PERMANENT ADDRESS FOR MAILING PURPOSES				5. MADE 6. SER.	7. DATE OF BIRTH
8. ADDRESS FROM WHICH DISCHARGEES WILL SEEK WORK (IF DIFFERENT FROM ITEM 4)					9. U. S. CITIZEN YES NO

## RECORD OF NAVAL SERVICE

SELECTIVE SERVICE DATA YES NO	10. REGISTERED YES NO	11. HOME ADDRESS AT TIME OF ENTRY INTO SERVICE	12. LOCAL BOARD NO., COUNTY AND STATE
13. PLACE OF ENTRY INTO ACTIVE SERVICE		MO. DAY YR.	14. PLACE OF SEPARATION FROM ACTIVE SERVICE
15. CHARACTER OF DISCHARGE		16. LENGTH OF FOREIGN AND/OR SEA SERVICE WORLD WAR II: YEARS MONTHS DAYS	
17. LAST RATING HELD		MONTHS	18. NEXT TO THE LAST RATING HELD
19. SERVICE SCHOOLS ATTENDED		COURSES	20. OFF-DUTY EDUCATIONAL COURSES
21. SERVICE SCHOOLS ATTENDED		COURSES	22. OFF-DUTY EDUCATIONAL COURSES

## EMPLOYMENT AND NON-SERVICE EDUCATIONAL DATA

23. LAST EMPLOYER BEFORE ENTRY INTO SERVICE (GIVE FIRM NAME AND ADDRESS)		DATE LEFT
24. USUAL CIVILIAN OCCUPATION		25. JOB FIELD PREFERENCE
26. NON-SERVICE EDUCATION ENTER NUMBER OF YEARS COMPLETED GRADUATE SCHOOL HIGH SCHOOL COLLEGE		27. MAJOR COURSE OR FIELD
28. VOCATIONAL OR TRADE COURSES (INDICATE NATURE AND LENGTH OF COURSES)		29. REMARKS
30. REMARKS		31. REMARKS

I certify that all information on this form pertaining to the Naval Service of the above named individual is in accordance with the records of the Navy Department and that a copy of this form has been delivered to him in person.

32. (SIGNATURE OF DISCHARGING OFFICER)

(TYPE IN NAME AND RANK OF DISCHARGING OFFICER)

## INSURANCE NOTICE

IMPORTANT IF PREMIUM IS NOT PAID WHEN DUE OR WITHIN THIRTY-ONE DAYS THEREAFTER INSURANCE WILL LAPSE. MAKE CHECKS OR MONEY ORDERS PAYABLE TO THE TREASURER OF THE U. S. AND FORWARD TO COLLECTIONS SUBDIVISION, VETERANS ADMINISTRATION, WASHINGTON, D. C.											
33. KIND OF INSURANCE A1. SER. U. S. GOVT. LIFE INS.	34. HOW PAID NONE ALIQUOT DIRECT TO RET. CORP.	35. EFFECTIVE MONTH OF ALIQUOT DISCONTINUANCE	36. MONTH NEXT PRE. PREMIUM DUE (ONE MONTH AFTER 35)	37. AMOUNT OF PREMIUM DUE EACH MONTH	38. INTENTION OF VETERAN TO (1) CONTINUE (2) CONTINUE ONLY 1 (3) DISCONTINUE INS.						

39. (SIGNATURE OF DISCHARGED PERSON) (DATE)

This is the official record given to all personnel of the Navy on official separation from the service. The Separation Forms for the U. S. Marine Corps and U. S. Coast Guard are similar.

of service school courses which are described in the publication, *A Guide to the Evaluation of Educational Experiences in the Armed Services*. For the veteran of World War II, these forms and certificates record and describe his educational achievement while in the Armed Forces and are to be used for an application for credit toward a diploma. In case these certificates are lost, duplicates can be obtained by the veteran from either Adjutant General, War Department, Washington 25, D. C.; or the Chief of Naval Personnel, Washington 25, D. C.; or the Commandant, U. S. Marine Corps, Washington 25, D. C.; or The Commandant, U. S. Coast Guard, Washington 25, D. C.

School administrators should plan now to aid the men and women (former students) to complete their educational requirements for graduation from the secondary school. A knowledge of the use of these two War Department forms by all school administrators is highly desirable for rendering educational guidance and service to our former students.

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### *New Publication on Consumer Education Now Available*

The Consumer Education Study of the National Association of Secondary-School Principals, 1201 — 16th Street, N. W., Washington 6, D. C. announces publication of five text units for high-school consumer education, adapted to use either in a special course or in various existing courses: Twenty-five cents each.

*The Modern American Consumer (Introductory)*

*Learning to Use Advertising*

*Time on Your Hands*

*Investing in Yourself*

*Using Standards and Labels*

Other Units are to follow soon.

Available also (single copies free on request) are five reports for teachers:

*Consumer Education and the Social Studies*

*The Role of Mathematics in Consumer Education*

*Consumer Education and Home Economics*

*The Relation of Business Education to Consumer Education*

*The Place of Science in the Education of the Consumer*

## School and College Credit for Military Experience

### A RECOMMENDED PROGRAM FOR GRANTING SCHOOL AND COLLEGE CREDIT FOR MILITARY EXPERIENCE\*

PAUL E. ELICKER

*National Association of Secondary-School Principals, Washington, D. C.*

FRANCIS J. BROWN

*American Council on Education, Washington, D. C.*

**T**HIS SET of questions and answers summarizes recommended procedures in the awarding of credit by secondary schools and colleges to men and women in the Armed Forces.

*This statement is excluded from copyright and may be quoted or reproduced in full or in part without permission. It is recommended that it be made as widely available as possible to faculty, students, and service men and women.<sup>1</sup>*

#### **Question 1: Why is the question of credit for military experience important?**

**ANSWER:** Approximately one third of the men and women in the Armed Forces attended but have not been graduated from high school or secondary school; another one fourth are high-school graduates but have not attended college; one in ten has attended but has not been graduated from college. Under the encouragement of government and the educational institutions, many of these service men and women will wish to continue their education. Through the educational provisions of the Servicemen's Readjustment Act of 1944, popularly termed the GI Bill of Rights (for all veterans with a discharge other than dishonorable) and Public Law 16, 78th Congress (for veterans with service-incurred injuries or disabilities) and Public Law 113, 78th Congress (for civilians and veterans not eligible for either of these two acts, who have been injured in "war industry or otherwise"), veterans of World War II can go back to school, with Government financial assistance, for varying lengths of time, depending on their age, length of service, and other factors. Copies of these laws may be obtained from members of the Congress or from the Superintendent of Documents, Washington 25, D. C.

#### **Question 2: Should decisions regarding credit for military experience be postponed until the veteran is discharged?**

**ANSWER:** No. Service men and women are being discharged daily

\*Reprinted from *The Bulletin* of the National Association of Secondary-School Principals, May, 1945, pp. 15-20.

<sup>1</sup>Single copies may be obtained free on request. Quantity orders: 2-25 copies, 10 cents per copy; 50 copies, \$2.50; 100 copies or more, \$1.50 per 100 copies. Place order with National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C. Shipping charges prepaid if payment accompanies order.

by the thousands from the Armed Forces. Some of these are now entering educational institutions and are applying for credit. Many still within the Armed Forces are applying for school and college credit as a basis for planning their further military and civilian education and as a basis for continuing their civilian education while in Service. Also, it is sometimes easier for military personnel still on active duty to get an accurate, documented statement of their in-service training than it is for the veterans to assemble such records for themselves.

**Question 3: What aspects of military experience have potential educational value?**

ANSWER: Military experience with potential educational values include:

1. Training programs varying from basic and recruit training to highly technical training offered in Specialist Schools both within the Armed Forces and under military jurisdiction in civilian educational institutions.

2. Work experience in the many tasks involving technical knowledge and skill.

3. Off-duty or "thinking-time" education of a voluntary nature through correspondence courses, class instruction, extensive library service, and many auditory and visual aids.

4. Participation in the duty-time Army Education Program now being planned for inactive theaters and during the post-hostilities period and any program developed by the Navy to meet comparable needs.

5. General experience gained through travel, observation, and an understanding of the peoples of the world.

**Question 4: What numbers are involved in these educational programs?**

ANSWER: All of the millions of men and women in the Armed Forces will have had basic or recruit training; approximately fifty per cent will have attended one or more Specialist Schools; over a million are already availing themselves of the off-duty educational programs; many will have participated in the post-hostilities education programs.

**Question 5: Why is it unsound to give blanket credit for military experience?**

ANSWER: Blanket credit is unfair to the individual who seems initially to be favored by it. Due to the wide variety of experience and training, the educational value of military experience to the individual will vary accordingly. Credit should be given on the basis of educational achievement acquired by the individual rather than time spent.

**Question 6: Is blanket credit ever justified?**

ANSWER: Yes, to a limited extent. The basic or recruit training which all men and women take includes sound educational values. It is recommended that it not exceed eight semester hours on the college level nor more than

one semester (four credits or two units) on the secondary-school level and that even such credit be withheld until the service man or woman has completed at least the basic or recruit training.

**Question 7: What alternative procedure is available instead of blanket credit?**

ANSWER: The United States Armed Forces Institute, an official agency of the War and Navy Departments, makes available to all service personnel a standard form (USAFI Form No. 47—Revised September 1944—*Application for Credit for Educational Achievement During Military Service*) on which the individual service man or woman may make application for academic credit. This form was developed in co-operation with representatives of schools, institutions of higher education, and educational organizations. Its usefulness has been demonstrated through practical use in schools and colleges. This application states the applicant's civilian education background, off-duty educational courses taken, service schools attended, service jobs or billets held. It is certified by an officer and mailed directly to the school or college where the applicant is seeking to establish credit.

**Question 8: How can civilian educational institutions evaluate military service school courses in terms of their own curricula?**

ANSWER: The American Council on Education has prepared a *Guide to the Evaluation of Educational Experiences in the Armed Services*. The Guide describes and gives recommendations regarding credit for practically all of the service schools and training courses given by the Army, Navy, Marine Corps, and Coast Guard. Credit recommendations for USAFI courses and work done in the off-duty classes and the post-hostilities education program are also included. The Guide is being published in loose-leaf form so that it can be conveniently expanded. Some 900 pages were published in 1944 and an additional 500 pages are planned for 1945. Copies should be ordered from George P. Tuttle, 363 Administration Building (W), Urbana, Illinois. The subscription rate for 1944 was \$2 and there will be an additional \$3 for 1945.

**Question 9: Are all schools and colleges obligated to accept these credit recommendations?**

ANSWER: No. They are suggestions for amounts and kinds of credit for different school levels. Each school or college will make its own decision as to the credit it grants.

**Question 10: Is there any way of measuring objectively in relation to the formal curriculum the work done or the educational level attained by service personnel?**

ANSWER: Yes, three types of tests have been prepared for the United States Armed Forces Institute:

1. *End-of-Course Tests*, indicating degree of success in completing a course offered through USAFI and given regularly to students in courses for

which tests are available without special requests. These are also used in many group classes.

2.\* *Subject or Field Tests* measuring the competence of the individual in a subject field such as English.

3.\* *General Educational Development Tests* showing the general level of educational attainment of the individual such as "high-school graduation" or "second half sophomore year of college."

**Question 11: How can the school or college know whether or not an applicant for credit has had these tests?**

ANSWER: The applicant states on his credit application form what USAFI tests he has taken.

**Question 12: How can the school or college granting credit request the various services to have these tests administered to the applicant?**

ANSWER: USAFI Form No. 47 provides space for the educational institution to request USAFI to administer to the applicant the test or tests that the institution believes would be helpful in determining the kind and amount of credit the applicant should be granted. Test results will be reported directly to the school or college requesting them. The USAFI cannot administer tests to discharged personnel. The American Council on Education has established a Veterans Testing Service at 6010 Dorchester Avenue, Chicago, 37, Illinois. Veterans can arrange by mail to have tests administered for a small fee.

**Question 13: Can the educational institution obtain copies of the tests prepared by the Institute?**

ANSWER: Equivalent forms of subject tests and tests of general educational development can be purchased from the Co-operative Test Service of the American Council on Education, 15 Amsterdam Avenue, New York 23, New York. The secondary school or college can use these tests to prepare its own norms for the more effective interpretation of the reports of the Institute. Equivalent forms of *End-of-Course Tests* are not available.

**Question 14: Has the plan for sound educational credit as outlined above been generally accepted by educational authorities?**

ANSWER: Yes, it has been officially approved by all of the regional accrediting associations of secondary schools and colleges, by a number of state departments of education, by almost all colleges and universities, and by many secondary schools. A study of the first seven thousand applicants for credit processed through USAFI shows that more than 98 per cent of applicants for high-school credit and more than 96 per cent of applicants for college credit were granted credit for educational experience in the Armed

\*Designed for accreditation and guidance purposes and given only by specific arrangements with the U. S. Armed Forces Institute. An equivalent form is available for use by schools and colleges (See Question 13.).

Forces. More than 28 per cent got high-school diplomas, and almost 20 per cent got college diplomas for work while on active duty in the service.

**Question 15: Why are credit applications now sent directly from the applicant to the school or college of his choice instead of being transmitted through USAFI headquarters?**

ANSWER: It was found that in the vast majority of cases the only assistance needed from USAFI by the schools and colleges was descriptions of the service courses. This information is now available in the American Council on Education Guide. (See question #8) As the number of credit applications increased, it became apparent that clearing each one physically through USAFI headquarters would be needlessly time-consuming.

**Question 16: To what extent should schools and colleges give specific recommendations for further study?**

ANSWER: There is space provided on that section of the credit application (Form 47 USAFI) which is to be returned to the applicant for the educational institution to make recommendations for further study. These recommendations will be extremely helpful to the individual who wishes to continue his civilian education while still in service. A careful study of the USAFI catalog will show what courses would be most helpful to the applicant in attaining his educational goal. It is suggested that such recommendations be very specific for courses and materials available to the applicant.

**Question 17: Can a veteran submit a USAFI Form 47 for application for credit?**

ANSWER: No. These applications can be used only by military personnel on active duty. Veterans will usually apply for school or college credit by writing to the educational institution of their choice and inclosing with their letter a certified copy of their *Separation Record* received when discharged.

**Question 18: Where can further information regarding the educational programs of the Armed Forces and accreditation procedures be procured?**

ANSWER:

1. For information concerning the education programs of the Armed Services, write:

a. *Regarding USAFI courses:* to the Commandant, United States Armed Forces Institute, Madison 3, Wisconsin;

b. *Regarding the Navy education programs:* to the Educational Services Section, Training Division, Bureau of Naval Personnel, Washington 25, D. C.;

c. *Regarding the Marine Corps educational programs:* to the Education Sub-section, Special Services Branch, U. S. Marine Corps, Washington 25, D. C.; and

d. *Regarding the Coast Guard educational programs:* to the U. S. Coast Guard Headquarters, Washington 25, D. C.



2. For information concerning the American Council on Education *Guide*, or for service courses not included in it: write to George F Tuttle, 363 Administration Building (W), Urbana, Illinois.
3. For further information about accreditation procedures, write.
  - a. *Regarding college credit*: to the American Council on Education, 744 Jackson Place, Washington 6, D. C.
  - b. *Regarding junior-college credit*: to the American Association of Junior Colleges, 1201 Nineteenth Street, N. W., Washington 6, D. C.; and
  - c. *Regarding high-school credit*: to the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

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### NATURE AND PURPOSES OF THE USAFI TESTS\*

*The Subject Examinations.*—The *subject examinations* of the United States Armed Forces Institute are tests of achievement in regular secondary-school and college subjects. Each of the tests is completely objective in scoring, is long enough (2-3 hrs.) to yield highly dependable measures of individual achievement, and has been standardized for a representative sample of civilian students who had just completed a regular classroom course of the same content.

*The Tests of General Educational Development.*—The *Tests of General Educational Development* are designed to measure the extent to which all of the educational experiences of the veteran, particularly his informal or self-educational experiences, have contributed to his ability to "carry on" in a program of general education, or to his educational development of the type which might otherwise have resulted from attendance in a regular academic high school or in the first two years of a liberal arts college. Separate batteries of the *Tests of General Educational Development* have been prepared for use at the high-school and college levels. The college-level battery consists of four comprehensive examinations in the social studies, the natural sciences, literature, and English.

*The End-of-Course Tests.*—As a part of its off-duty educational program the United States Armed Forces Institute has provided a wide offering of correspondence courses, self-teaching courses, and group instruction courses. For most of these courses it has also provided specially prepared objective achievement tests for administration to the enrollees after they have completed the courses.

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\*Extracts from *A Guide to the Evaluation of Educational Experiences in the Armed Forces*, published by the American Council on Education, 363 Administration Building (W), Urbana, Illinois.

## Public Laws Relating to Educational Opportunities for Veterans and War Disabled Civilians

**D**URING both sessions of the 78th Congress considerable legislation was passed which provides unusual opportunities for further education for both the war veteran and war disabled civilians. To the war veteran it means further education into whatever field he may desire; to the war disabled civilian it means any services necessary to render him fit to engage in a remunerative occupation—in other words it means vocational rehabilitation.

In order that those interested in the educational aspects of this Federal legislation may have definite information at hand, those sections of the three principal laws passed by the 78th Congress during its two sessions are herewith reprinted. This legislation involves parts of three laws—Public Laws 16, 113, and 346. Public Laws 16 and 346 are administered by the Veterans Administration while Public Law 113 is administered by the Office of Vocational Rehabilitation of the Federal Security Agency. As was stated above the following excerpts from the three laws are only parts of the laws. Copies of the complete laws may be secured from the Superintendent of Documents, Washington, D. C., at five cents each.

### PUBLIC LAW 16—78TH CONGRESS CHAPTER 22—1ST SESSION

[S786]

#### AN ACT

To amend title I of Public Law Numbered 2, Seventy-third Congress, March 20, 1933, and the Veterans Regulations to provide for rehabilitation of disabled veterans, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1, title I, Public Law, Numbered 2, Seventy-third Congress, approved March 20, 1933, be amended by adding at the end thereof a new subsection known as subsection (f) and to read as follows:*

“(f) Any person who served in the active military or naval forces on or after December 7, 1941, and prior to the termination of hostilities in the present war shall be entitled to vocational rehabilitation, subject to the provisions and limitations of Veterans Regulation Numbered 1 (a), as amended part VII.”

SEC. 2. Veterans Regulation Numbered 1 (a), as amended, is hereby amended by adding at the end thereof a new part to be known as part VII and to provide as follows:

#### “PART VII

“1. Any person who served in the active military or naval service at any time after December 6, 1941, and prior to the termination of the present war,

who is honorably discharged therefrom, and who has a disability incurred in or aggravated by such service for which pension is payable under laws administered by the Veterans' Administration, or would be but for receipt of retirement pay, and is in need of vocational rehabilitation to overcome the handicap of such disability, shall be entitled to such vocational rehabilitation as may be prescribed by the Administrator of Veterans' Affairs to fit him for employment consistent with the degree of disablement: *Provided*, That no course of training in excess of a period of four years shall be approved nor shall any training under this part be afforded beyond six years after the termination of the present war.

"2. The Administrator shall have the power and duty to prescribe and provide suitable training to persons included in paragraph 1, and for such purposes may employ such additional personnel and experts as are deemed necessary, and may utilize and extend existing Veterans' Administration facilities and utilize those of any other governmental agency as well as those maintained by joint Federal and State contribution; and, in addition, he may, by agreement or contract with public or private institutions or establishments, provide for such additional training facilities as may be suitable and necessary to accomplish the purposes of this part.

"3. While pursuing training prescribed herein, and for two months after his or her employability is determined, each veteran, if entitled to pension in an amount less than the amount payable in accordance with the compensation rates for total and temporary disability, including additional amounts for wife, husband, child, or children and dependent parents, provided by section 202, World War Veterans' Act, 1924, as amended (U. S. C., title 38, sec. 475), shall be paid increased pension which when added to the amount of pension to which he is otherwise entitled will aggregate an amount equal to such rates: *Provided*, That when the course of vocational rehabilitation furnished to any person as herein provided consists of training on the job by an employer, such employer shall be required to submit monthly to the Administrator a statement under oath showing any wage, compensation, or other income paid by him to such person during the month, directly or indirectly, and based upon such sworn statements, the Administrator is authorized to reduce the pension of such person to an amount considered equitable and just, but not below the amount of pension or retirement pay to which he would be entitled for service-connected disability if not following a course of vocational rehabilitation.

"4. Where any person while following a course of vocational rehabilitation as provided for in this part suffers an injury or an aggravation of any injury, as a result of the pursuit of such course of vocational rehabilitation, and not the result of his or her own willful misconduct, and such injury or

aggravation results in additional disability to or death of such person, the benefits under laws applicable to veterans of the present war shall be awarded in the same manner and extent as if such disability, aggravation, or death were service-connected within the meaning of such laws; except that no benefits under this paragraph shall be awarded unless application be made therefor within two years after such injury or aggravation was suffered, or such death occurred.

"5. The purpose of rehabilitation is to restore employability lost by virtue of a handicap due to service-incurred disability. The Administrator shall have the power and duty to co-operate with and employ the facilities of other governmental and State employment agencies for the purpose of placing in gainful employment persons trained under the provisions of this part.

"6. The Administrator is hereby authorized to make such rules and regulations as may be deemed necessary in order to promote good conduct and co-operation on the part of persons who are following courses of vocational rehabilitation provided by this part. Penalties for the breach of such rules and regulations may, with the approval of the Administrator, extend to a forfeiture by the offender for a period of three months of such portion of the pension herein provided as will leave him not less than the amount of the monthly pension or retirement pay to which such person is entitled for service-connected disability, and such penalties may also extend to permanent discontinuance of all further benefits of this part.

"7. The Administrator is hereby authorized to make such rules and regulations as may be deemed necessary for the granting of leaves of absence to those following courses of vocational rehabilitation provided by this part where in his opinion such leaves do not materially interfere with the pursuit of such courses. Such leaves of absence shall not in the case of any person be granted in excess of thirty days in any consecutive twelve months except in exceptional circumstances as determined by the Administrator: *Provided*, That during leave of absence under this paragraph such person shall be considered to be pursuing his course of vocational rehabilitation under this part.

"8. There is hereby authorized to be appropriated, out of any money in the Treasury of the United States not otherwise appropriated, available immediately and until expended, the sum of \$500,000 to be utilized by the Veterans' Administration under such rules and regulations as the Administrator may prescribe, as a revolving fund for the purpose of making advancements not exceeding \$100 in any case, to persons commencing or undertaking courses of vocational rehabilitation under this part, and advancement to bear no interest and to be reimbursed in such installments as may be determined by the Administrator by proper deductions from any future payments of pension or retirement pay.

"9. The Administrator shall have the power to provide courses of instruction for personnel and may detail employees to attend the same and may detail any such personnel to attend courses conducted by other than Veterans' Administration agencies, including private organizations, and such employees in addition to their salaries shall be entitled to the payment of expenses incident to such detail, including transportation and tuition, as the Administrator by rules and regulations shall provide; and also in his discretion, to make, or, as by agreement with other agency or institution, cause to be made studies, investigations, and reports inquiring into the rehabilitation of disabled persons and the relative abilities, aptitudes, and capacities of the several groups of the variously handicapped and as to how their potentialities can best be developed and their services best utilized in gainful and suitable employment, including the rehabilitation programs of foreign nations engaged in the present war. For this purpose he shall have the power to co-operate with such public and private agencies as he may deem advisable and to call in consultants who shall receive as compensation for their services a reasonable per diem, which the Administrator shall by rules and regulations provide, for each day actually spent in the work provided for herein and shall in addition be reimbursed for their necessary traveling and other expenses. For the purposes of this part, the Administrator may accept uncompensated services upon such agreement as he may deem feasible."

SEC. 3. The appropriations for the Veterans' Administration, "Salaries and expenses, medical and hospital, and compensation and pensions," shall be available for necessary expenses, including but not confined to necessary medical care, and pension payment, payment or reimbursement of expenses in connection with supplying suitable training under this Act; and there is hereby authorized to be appropriated such additional amount or amounts as may be necessary to accomplish the purposes of this Act.

Approved March 24, 1943.

PUBLIC LAW 113—78TH CONGRESS

CHAPTER 190—1ST SESSION

[H. R. 2536]

AN ACT

To amend the Act entitled "An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment," approved June 2, 1920, as amended, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the Act entitled "An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment," approved June 2, 1920, as amended (U. S. C., title 29, ch. 4) is amended to read as follows:

## "DEFINITIONS

"Sec. 10. As used in this Act—

"(a) The term 'vocational rehabilitation' and the term 'rehabilitation services' means any services necessary to render a disabled individual fit to engage in a remunerative occupation; and

"(b) The term 'war disabled civilian' means—

"(1) Any civilian (except a person who is paid by the United States, or any department, agency, or instrumentality thereof, for services as a civilian defense worker) disabled while serving at any time after December 6, 1941, and prior to the termination of the present war as declared by Presidential proclamation or concurrent resolution of the Congress—

"(A) in the Aircraft Warning Service; or

"(B) as a member of the Civil Air Patrol; or

"(C) as a member, in accordance with regulations prescribed by the Director of the Office of Civilian Defense, of the United States Citizens Defense Corps in the protective services engaged in civilian defense, as such protective services are established from time to time by regulation or order of such Director; or

"(D) as a registered trainee taking training in accordance with regulations prescribed by such Director for such protective services, and

"(2) Any civilian disabled while serving at any time after December 6, 1941, and prior to the termination of the present war as so declared as an officer or member of the crew of a vessel owned or chartered by the Maritime Commission, or the War Shipping Administration, or operated under charter from such commission or Administration; but no individual shall be considered to be a war disabled civilian unless he is disabled as a result of disease or injury, or aggravation of a pre-existing disease or injury; incurred in line of duty during such period, not due to his own misconduct.

PUBLIC LAW 346—78TH CONGRESS

CHAPTER 268—2D SESSION

[S. 1767]

AN ACT

To provide Federal Government aid for the readjustment in civilian life of returning World War II veterans.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That this Act may be cited as the "Servicemen's Readjustment Act of 1944."

## TITLE II

## CHAPTER IV—EDUCATION OF VETERANS

SEC. 400. (a) Subsection (f) of section 1, title I, Public Law Number 2, Seventy-third Congress, added by the Act of March 24, 1943 (Public Law Numbered 16, Seventy-eighth Congress), is hereby amended to read as follows:

"(f) Any person who served in the active military or naval forces on or after September 16, 1940, and prior to the termination of hostilities in the present war, shall be entitled to vocational rehabilitation subject to the provisions and limitations of Veterans Regulation Numbered 1 (a), as amended, part VII, or to education or training subject to the provisions and limitations of part VIII."

(b) Veterans Regulation Numbered 1 (a), is hereby amended by adding a new part VIII as follows:

## "PART VIII

"1. Any person who served in the active military or naval service on or after September 16, 1940, and prior to the termination of the present war, and who shall have been discharged or released therefrom under conditions other than dishonorable, and whose education or training was impeded, delayed, interrupted, or interfered with by reason of his entrance into the service, or who desires a refresher or retraining course, and who either shall have served ninety days or more, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the service academies, or shall have been discharged or released from active service by reason of an actual service-incurred injury or disability, shall be eligible for and entitled to receive education or training under this part: *Provided*, That such course shall be initiated not later than two years after either the date of his discharge or the termination of the present war, whichever is the later: *Provided further*, That no such education or training shall be afforded beyond seven years after the termination of the present war: *And provided further*, That any such person who was not over 25 years of age at the time he entered the service shall be deemed to have had his education or training impeded, delayed, interrupted, or interfered with.

"2. Any such eligible person shall be entitled to education or training, or a refresher or retraining course, at an approved educational or training institution, for a period of one year (or the equivalent thereof in continuous part-time study), or for such lesser time as may be required for the course of instruction chosen by him. Upon satisfactory completion of such course of education or training, according to the regularly prescribed



standards and practices of the institutions, except a refresher or retraining course, such person shall be entitled to an additional period or periods of education or training, not to exceed the time such person was in the active service on or after September 16, 1940, and before the termination of the war, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the service academies, but in no event shall the total period of education or training exceed four years: *Provided*, That his work continues to be satisfactory throughout the period, according to the regularly prescribed standards and practices of the institution: *Provided, however*, That wherever the additional period of instruction ends during a quarter or semester and after a major part of such quarter or semester has expired, such period of instruction shall be extended to the termination of such unexpired quarter or semester.

"3. Such person shall be eligible for and entitled to such course of education or training as he may elect, and at any approved educational or training institution at which he chooses to enroll, whether or not located in the State in which he resides, which will accept or retain him as a student or trainee in any field or branch of knowledge which such institution finds him qualified to undertake or pursue: *Provided*, That, for reasons satisfactory to the Administrator, he may change a course of instruction: *And provided further*, That any such course of education or training may be discontinued at any time, if it is found by the Administrator that, according to the regularly prescribed standards and practices of the institution, the conduct or progress of such person is unsatisfactory.

"4. From time to time the Administrator shall secure from the appropriate agency of each State a list of the educational and training institutions (including industrial establishments), within such jurisdiction, which are qualified and equipped to furnish education or training (including apprenticeship and refresher or retraining training), which institutions, together with such additional ones as may be recognized and approved by the Administrator, shall be deemed qualified and approved to furnish education or training to such persons as shall enroll under this part: *Provided*, That wherever there are established State apprenticeship agencies expressly charged by State laws to administer apprentice training, whenever possible, the Administrator shall utilize such existing facilities and services in training on the job when such training is of one year's duration or more.

"5. The Administrator shall pay to the educational or training institution, for each person enrolled in full time or part time course of education

or training, the customary cost of tuition, and such laboratory, library, health, infirmary, and other similar fees as are customarily charged, and may pay for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course by other students in the institution: *Provided*, That in no event shall such payments, with respect to any person, exceed \$500 for an ordinary school year: *Provided further*, That no payments shall be made to institutions, business or other establishments furnishing apprentice training on the job: *And provided further*, That if any such institution has no established tuition fee, or if its established tuition fee shall be found by the Administrator to be inadequate compensation to such institution for furnishing such education or training, he is authorized to provide for the payment, with respect to any such person, of such fair and reasonable compensation as will not exceed \$500 for an ordinary school year.

"6. While enrolled in and pursuing a course under this part, such person, upon application to the Administrator, shall be paid a subsistence allowance of \$50 per month, if without a dependent or dependents, or \$75 per month, if he has a dependent or dependents, including regular holidays and leave not exceeding thirty days in a calendar year. Such person attending a course on a part-time basis, and such person receiving compensation for productive labor performed as part of their apprentice or other training on the job at institutions, business or other establishments, shall be entitled to receive such lesser sums, if any, as subsistence or dependency allowances, as may be determined by the Administrator: *Provided*, That any such person eligible under this part, and within the limitations thereof, may pursue such full time or part-time course or courses as he may elect, without subsistence allowance.

"7. Any such person eligible for the benefits of this part, who is also eligible for the benefit of part VII, may elect which benefit he desires: *Provided*, That, in the event of such election, subsistence allowance hereunder shall not exceed the amount of additional pension payable for training under said part VII.

"8. No department, agency, or officer of the United States, in carrying out the provisions of this part, shall exercise any supervision or control, whatsoever, over any State educational agency, or State apprenticeship agency, or any educational or training institution: *Provided*, That nothing in this section shall be deemed to prevent any department, agency, or officer of the United States from exercising any supervision or control which such department, agency, or officer is authorized, by existing provisions of law, to exercise over any Federal educational or training institution, or to prevent the furnishing of education or training under this part in any insti-

tution over which supervision or control is exercised by such other department, agency, or officer under authority of existing provisions of law.

"9. The Administrator of Veterans' Affairs is authorized and empowered to administer this title, and insofar as he deems practicable, shall utilize existing facilities and services of Federal and State departments and agencies on the basis of mutual agreements with them. Consistent with and subject to the provisions and limitations set forth in this title, the Administrator shall, from time to time, prescribe and promulgate such rules and regulations as may be necessary to carry out its purposes and provisions.

"10. The Administrator may arrange for educational and vocational guidance to persons eligible for education and training under this part. At such intervals as he deems necessary, he shall make available information respecting the need for general education and for trained personnel in the various crafts, trades, and professions: *Provided*, That facilities of other Federal agencies collecting such information shall be utilized to the extent he deems practicable.

"11. As used in this part, the term 'educational or training institutions' shall include all public or private elementary, secondary, and other schools furnishing education for adults, business schools and colleges, scientific and technical institutions, colleges, vocational schools, junior colleges, teachers colleges, normal schools, professional schools, universities, and other educational institutions, and shall also include business or other establishments providing apprentice or other training on the job, including those under the supervision of an approved college or university or any State department of education, or any State apprenticeship agency or State board of vocational education, or any State apprenticeship council or the Federal Apprentice Training Service established in accordance with Public Law, Numbered 308, Seventy-fifth Congress, or any agency in the executive branch of the Federal Government authorized under other laws to supervise such training."

SEC. 401. Section 3, Public Law Numbered 16, Seventy-eighth Congress, is hereby amended to read as follows:

"SEC. 3. The appropriation for the Veterans' Administration, 'Salaries and expenses, medical and hospital, and compensation and pensions,' shall be available for necessary expenses under part VII, as amended, or part VIII of Veterans Regulation Numbered 1 (a), and there is hereby authorized to be appropriated such additional amount or amounts as may be necessary to accomplish the purposes thereof. Such expenses may include, subject to regulations issued by the Administrator and in addition to medical care, treatment, hospitalization, and prosthesis, otherwise authorized, such care, treatment, and supplies as may be necessary to accomplish the purposes of part VII, as amended, or part VIII of Veterans Regulation Numbered 1 (a)."

SEC. 402. Public Law Numbered 16, Seventy-eighth Congress, is hereby amended by adding thereto a new section 4 to read as follows:

"SEC. 4. Any books, supplies, or equipment furnished a trainee or student under part VII or part VIII of Veterans Regulation Numbered 1 (a) shall be deemed released to him: *Provided*, That if he fail, because of fault on his part to complete the course of training or education afforded thereunder, he may be required, in the discretion of the Administrator, to return any or all of such books, supplies, or equipment not actually expended or to repay the reasonable value thereof."

SEC. 403. Paragraph 1, part VII, Veterans Regulation Numbered 1 (a) (Public Law Numbered 16, Seventy-eighth Congress), is hereby amended by inserting after the word "time" the words "on-or" and deleting the date "December 6, 1941" and substituting therefor the date "September 16, 1940."

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### School War Savings Top \$1,767,000,000 To Date!

**B**REAKING all previous records, the War Savings of teachers and students in the past school year have reached \$715,000,000 bringing the total of their wartime savings to well over one and three-quarter billion dollars. "I congratulate the boys and girls and their teachers for this magnificent contribution to the fight for victory and a just peace," said President Harry S. Truman to Florence Shuman and Mead Gruver, two District of Columbia students who made the official report for their classroom cohorts across the country. The official presentation ceremony took place in the President's study at the White House on July 5 just before he left for the Big Three conference in Potsdam. The official report to the President as Commander-in-Chief was made in the form of a mahogany plaque featuring the Schools-at-War flag in a bronze medallion.

Back of that plaque stand 30,000,000 school children and a million teachers whose continued savings this year have made possible the sponsorship of nearly 20,000 pieces of military equipment for the Armed Forces. The field ambulance has been the most popular single item of quipment, with the schools sponsoring 8,246 during the past year. Greatest dollar investment was in 114 hospital service planes valued at \$14,250,000.

The official report of school-sponsored equipment includes: 5,741 jeeps, 2,869 planes, 355 landing craft and 58,461 life rafts. In addition they have financed army mules, machine guns, trucks, bomb trailers, potato-peeling machines, demolition bombs and thousands of ampules of penicillin. The new campaign this fall will feature hospital equipment and medical supplies as the most urgently needed materials.

## New York City Plans for E-Day

WILLIAM H. BRISTOW

*Assistant Director Bureau of Reference Research and Statistics, Board of Education, New York City Schools*

(E-Day is here designated as the day when returning veterans plan to continue their education.)

**N**EW YORK CITY has contributed over 800,000 men and women to the Armed Forces in World War II. Of these approximately half fall within the ages 16-24 years of age. Two thirds are non-high school graduates, one third are high-school graduates, and some five per cent are college graduates. Of the group in New York City some twenty per cent will be eligible for college work. How many will pursue advanced training is a guess, but the number expected to do college work is approximately 25,000. Some have suggested that one third of that number (8,000) may be expected to pursue work leading to a degree. Best estimates indicate that an additional 25,000 or more may be expected to seek secondary training or training of that level. The number who will attend night classes or part-time training can hardly be forecasted at this time.

Those seeking organized formal education will not constitute the bulk of the returning GI's. In the first place returning veterans will want a job. As in the past, the demand for refresher training, for part-time education, and for retraining, will come first. The need for an adult education program such as has yet been organized in few places is also of utmost importance.

### ADULT EDUCATION

As early as November 17, 1943, the New York Adult Education Council appointed a committee to consider problems of postwar adult education in New York City. This committee gave large attention to questions relating to the veteran. In addition, however, it recognized that men in the Armed Forces, while having special needs, soon become members of the community and, therefore, need the same kind of educational opportunities which are offered to all members of the community. Therefore, this committee projected a long-range program of adult education. Some of the basic requirements for the success of this program were suggested as follows:

1. Greatly increased understanding of the needs and interests of people, and an opportunity for students to share in determining some programs.
2. Guidance as an integral part of service to adults.
3. The use and evaluation of experimental methods and materials; such as, films, recordings, and broadcasts.
4. Adequate and readily available supplies of books.
5. Teachers and other personnel expert in working with adults, and good preparatory and in-service training.
6. Closer relationships between the schools and colleges and other public and private organizations; such as, churches, settlements, etc. Libraries,

of course, offer immeasurable opportunities for those who attend classes as well as for those who study alone.

7. Building plans which take full account of adult needs. It is, therefore, of the utmost importance that plans, which are being made for postwar school buildings, be watched.
8. Constant sifting of experience and modification of programs and methods in the light of available evidence.

In addition, the committee suggested that the following immediate steps be taken by educational authorities to make possible the implementation of this program.

Make one official at the Board of Education headquarters responsible for all programs and services for adults; and one person administrator of all adult work in each school which provides a program for adults.

Liberalize rules for the expenditure of present funds, as to hours, places, and combinations of activities. For example, funds for adult elementary education and English for foreigners should be usable at any hour, and in any school building open for other purposes. Evening high schools should have some easier schedule for those who cannot attend four or five nights weekly, as at present required.

Appoint a director of adult education.

Establish, at once, qualifications and standards for a nucleus of full-time teaching and administrative personnel for adult work, to be supplemented by split-shift or session workers.

Keep the current budget item for five experimental centers fluid enough so that there will be room to learn from experience in the development of the programs. These centers could be the means through which the determination of the program might begin to flow into the Board of Education from the adult public, rather than as now outward from the Board of Education upon the public.

The Board of Education and the Board of Higher Education might well authorize the appointment of advisory committees on adult education, to consist of qualified professional workers from voluntary organizations and qualified citizens. These committees should be advisory only, but free to announce their recommendations to the public. Such committees could be invaluable aids in the development of programs and community relations. The New York Adult Education Council would be glad to help by nominating qualified personnel.

Provide a joint committee consisting of an equal number of members appointed by each Board, to resolve the problems of respective functions and to correlate their own programs for adults.

The Board of Higher Education could extend its services to adult education if it would give serious consideration to its opportunities in the field of training professional and volunteer personnel for adult education and seek to develop an adult education program less conventional in character.

• THE VETERANS' CENTER

The New York City Board of Education has had a committee at work over a long period of time considering problems and needs with respect to the veteran. Much of the work to be undertaken is still in the planning stage. The principal achievement up to the present time is in relation to a co-operative effort known as the New York City Veterans' Center, organized at the direction of Mayor F. H. LaGuardia to afford the returning veterans information, assistance, and advice with respect to their rights under the law, education, and employment opportunities, and special services available to assist them and their families in finding restoration to a normal civilian life in the community. The New York City Veterans' Center is housed in a nine-story building, formerly occupied by the New York City Board of Education and includes the following facilities:

*1st Floor*—Reception, Lounge, and American Red Cross Canteen.

*2nd Floor*—New York Public Library—Veterans' Information Library—literature and application forms

*3rd Floor*—New York City Department of Health (Health information and education; medical examinations).

*5th Floor*—New York City Board of Education—Elementary, Academic, and Vocational High Schools and the New York City Board of Higher Education—Colleges and Universities.

*6th Floor*—U. S. War Manpower Commission (VSC), U. S. Training and Reemployment Administration, General Counseling (GI Bill of Rights), Community Services for veterans, U. S. Veterans Administration, U. S. War Production Boards, and U. S. Office of Price Administration.

*7th Floor*—U. S. Employment Service of the War Manpower Commission;—(Job Placement, Employment Counseling, and Information), U. S. Selective Service System (Veterans' Personnel Division and Reemployment), New York State Department of Labor, Division of Placement and Unemployment Insurance (Readjustment Allowances), U. S. Civil Service Commission—(Federal government job placement and information on veterans' preference in Federal employment), Municipal Civil Service Commission, and New York City government job placement and information on veterans' preference in municipal government.

*8th Floor*—American Red Cross, New York Chapter (Home Service and Veterans' Claims; Army and Navy Personal Affairs), New York City Vacancy Listing Bureau—Housing Division (Furnished rooms, apartments and hotel accommodations), New York City Department of Welfare—Division of Veterans' Assistance. (Social, family and financial problems), and New York City Department of Commerce, Mayor's Business Advisory Committee (Counseling and assisting veterans in business matters; information concerning licenses, permits and certificates.).

*9th Floor*—Director, Veteran Activity (New York City Veterans' Center).



## COUNSELING SERVICE

All receptionists at the New York City Veterans' Center are veterans of this war; in fact, all are disabled veterans, disabled in combat. They have been instructed and are ready to discuss the caller's specific problems, then direct him to the proper agency in the building for action. If it is necessary for a veteran to wait, he is invited to occupy one of the comfortable seats in the large lounge just to the right of the Reception Center. This lounge is furnished with couches, easy chairs, and tables on which are current magazines, newspapers, and other reading material. At the end of the lounge is an attractive Red Cross Canteen Snack Bar which offers free appetizing refreshments and soft drinks.

The veteran whose claims are pending with the Veterans Administration or who has financial difficulties will consult the New York Chapter American Red Cross, Home Service Division. These counselors will also assist in straightening out matters of back pay, allotments, review of discharge, correction of discharge, or other Army Personal Affairs or Navy Civil Readjustment matters which need attention. Co-operating with the American Red Cross is the New York City Department of Welfare, Division of Veterans' Assistance, to further advise and assist the veteran and his family with social, family, and financial problems. The New York City Vacancy Listing Bureau offers immediate and direct connections between veterans and renting agents or others with vacant apartments or furnished rooms with the rental scale the veteran desires.

The New York City Department of Commerce with representatives of the Mayor's Business Advisory Committee is available to counsel and assist veterans in business matters. Here the veteran may discuss his plans to enter business and arrange for an appointment with outstanding businessmen in various fields who are willing to assist and advise him in the particular field of business in which he may be interested.

On the employment floor are grouped all agencies best equipped to assist the veteran in getting a job. The veteran may avail himself of a Special Veterans' Unit of the United States Employment Service, with an all veteran personnel, assigned here to give him special attention. This unit works in close contact with all other branches of this service in the region. Listings of all jobs are available to the veteran at this point of contact and job placements are made from here, direct to the job. Selective placements are also made for disabled veterans.

A New York City Selective Service representative is assigned to assist and advise the veteran who has difficulty in returning to his old job. This representative will also give information concerning the veteran's selective service status.

Representatives of the United States Civil Service Commission and the New York City Civil Service Commission, assist the veteran to obtain govern-

ment employment. They also give information concerning Civil Service examinations and veterans' preferences and, in many instances, war service indefinite job placements are made direct to a City or Federal department.

In the event a veteran is available for work, is unable to obtain it, and desires to file a claim for his Readjustment Allowance, he may do so with the New York State Department of Labor, Division of Placement and Unemployment Insurance representative who counsels him in all readjustment allowance matters and assists him in filing his application. Payments are made by mail direct to the veteran's home.

The several Veterans Administration Contact Representatives assigned here serve the veteran in the same manner as though he had gone direct to the Veterans Administration New York Regional Office. The contact representatives counsel and assist veterans in all Veterans Administration matters such as hospital care, medical attention, vocational training, loans for homes, business and farms, National Service Life Insurance, or in filing a claim for a disability pension.

Next to the Veterans Administration Contact Unit are representatives of the War Manpower Commission, specially trained to counsel and assist veterans in all their rights and benefits and to inform them where these rights and benefits can be obtained. This unit works in close contact with all public and community service agencies in the metropolitan area where the veteran can obtain supplementary services.

Representatives of the U. S. War Production Board assist the veteran in obtaining the priority rights he may be entitled to. Also the U. S. Office of Price Administration assists in matters pertaining to rationing, price ceilings, and housing rentals.

As the number of veterans coming to the Center increases, the U. S. Smaller War Plants Corporation, the U. S. Department of Commerce, Army Personal Affairs, Navy Civil Readjustment, and other Federal agencies will be invited to co-operate by assigning their representatives to this floor.

The Board of Education and the Board of Higher Education provide counseling and assistance in all educational matters, including assistance in filing educational forms and making arrangements for entering any approved educational institution. The counselors furnish information concerning high schools, trade schools, private schools, night schools, in fact any approved school, or educational institution below the college level. Information can also be obtained concerning tuition and government education allowances under the GI Bill of Rights at either of these agencies.

The New York City Department of Health provides counseling on all health matters. Doctors and nurses are in attendance to make physical examinations that may be required and a veteran may also obtain a pre-marital blood test here, as well as assistance in procuring vital statistical records main-

tained in the Department of Health. Information is available concerning hospital, medical, or dental service and arrangements are made for this service when required.

A Veterans' Library and Reading Room has been established as a branch of the New York Public Library. The librarian in charge collects and distributes information to veterans as varied as their needs. A well-stocked reading room is maintained with books that are informational and recreational. There is occupational material, books on business management, science, technical matters, biography, government, economics, psychology, mental hygiene, inspirational books, and books on postwar planning. A good supply of travel books, sports, crafts, cartoons, as well as fiction (including mysteries and westerns) is on hand. This library is supplemented by drawing upon the resources of the New York Public Library System. The other two library systems in the City, those of Brooklyn and Queens, also stand ready to co-operate with the Center in every way. Magazines, trade journals, and newspapers flow into the library currently with the good wishes of their publishers and more are coming every day.

#### COURSES FOR THE VETERAN

The New York City Board of Education has two postwar institutions already functioning for the purpose of providing education for returned veterans. The Maritime Trade Center, which now has an enrollment of approximately 200, which is devoted primarily to various aspects of radio. This center has an ultimate capacity of 1000, and will be expanded to cover the various maritime trades for which there is a demand. A second pilot institution is the Aviation Trade Center. This center can ultimately accommodate 800 students. At present, sixty are enrolled in the Aviation Trades center.

New York City schools have provided education through its evening classes to thousands of members of the Armed Forces stationed in and about New York. Men from the camps and hospitals have come to evening schools as individuals and as groups. The TVSO (Teachers' Voluntary Service Organization), a voluntary group of teachers, have maintained affiliation with the USO. In addition to the canteen and entertainment features these volunteer teachers have tutored members of the Armed Forces in all types of subjects. Both the experiences of the schools and those of teachers in the TVSO will prove an important starting point for work with the veteran.

#### TESTING AND COUNSELING

One of the outstanding contributions which has been made in New York City is the Veterans' Center, established as an agency of the War Fund. This Center includes representatives of various agencies, together with a comprehensive testing and counseling program. The Center has a careful program of testing and counseling. While it is beyond the scope of this article to discuss the work of this Center, no record of New York City's program for the veteran would be complete without considering its contribution.

Other community organizations and agencies are also carrying on extensive educational programs as well as guidance. Illustrative of this type of service is the work of vocational service centers of the Greater New York YMCA. This Center has developed a comprehensive testing and counseling program, open to veterans. At the present time, veterans make up about seventy per cent of the clientele using these facilities. A comprehensive series of education opportunities in Y's offers more than seventy business and technical courses.

#### INSTITUTES

In common with other New York State communities, New York City is planning to establish a series of institutes devoted primarily to education of a post-high school, but of a non-college, basis. This education is intended to serve the veteran as well as others. Since so many of New York City's veteran population will not have completed high school, it will be important that there be available to them an institution adapted to their needs which will not require for admission the usual pre-requisites of the high-school course. The institutes will do this. In addition, they will provide technical education for high-school graduates. During the past year, under the direction of the Central Needles Trades High School, a pilot institute was organized for the Needles Trades in co-operation with the industry. This institute, which is known as the Fashion Institute of the City of New York, enrolled over 100 young men and young women, who had been graduated from New York City high schools.

Recognizing the many developments which have taken place in the Armed Forces in the development of methods and procedures, the superintendent of schools, on September 14, 1943, designated a committee to study training methods and procedures of the Armed Forces. This committee was instructed to investigate training methods and procedures in the Armed Forces as they might apply to the development of technical institutes for returning members of the Armed Forces and to youth generally. While this investigation concerned itself primarily with Army and Navy centers as installations, it also attempted to draw conclusions as to how the school system as a whole might benefit from techniques which have been developed for the training of men for combat service.

New York City has a large number of private institutions providing technical training in various fields. As an example, the Association of Business Institutes of New York includes three New York City schools preparing to serve the veterans through their long-established facilities. In this respect, New York City schools may be found more attractive to the veterans in view of their long history and the standards which have been established because of the supervision of the Regents Board of Education of the state of New York.

## HIGHER EDUCATION

New York City makes provision for free higher education in four colleges; namely, Brooklyn, Queens, City, and Hunter (women only). Each of these colleges is planning to do its share in providing guidance and educational services to the veterans. During the past year thirty veterans were enrolled in Queens College, City College, Brooklyn College, and Hunter each enrolled veterans. Each of these institutions has established special counseling service for returned veterans, and it is planned to make such provision as is necessary to make it possible to the veterans to carry on this program effectively. Special attention will be given to the part-time and evening students, in view of the fact that it is believed that this will constitute the bulk of the GI enrollment. City College has established a comprehensive counseling center, with well-worked-out facilities for testing.

Each of the private colleges also has plans under way to provide facilities for the veterans. For over a year New York University has been enrolling students every Monday morning. Columbia University, Fordham University, St. John's University, as well as other educational institutions in the area, have plans under way to receive the veteran. These plans will be utilized and adapted as the needs and demands become known.

Educational authorities in New York City have been particularly sensitive to the need which arises in families where dislocations occur. To assist in meeting these needs, as well as bringing about other adjustment the Bureau of Child Guidance serves children, parents, and schools. This Agency, which is to be expanded as rapidly as conditions permit, has for its primary purpose dealing with personality adjustment which affects children. Likewise, the general educational program in New York City is being developed at all levels in terms of newer concepts and practices.

Those who are responsible for the administration of New York City schools believe that there will come an educational reawakening after this war similar to that which followed World War I. It is believed that the returning veteran will demand for his children a higher type of educational service than was in the past available to him. Because of all this, it is believed that the "failure" concept will no longer be accepted. It is believed that demands will be made to place into operation the principles of good education which, because of the lack of personnel and training facilities, have been heretofore, only partially operative in many schools.

It is to be expected that only a relatively small per cent of the veterans will return to high school. But it is of utmost importance that those who do return are adequately and sympathetically cared for. Those who do return will find that every effort will be made to facilitate their education, and that the educational machinery will be adapted to meet their individual needs, interests, and purposes.

## THE CHALLENGE TO EDUCATION

Of special concern to New York City schools is the education of citizens of limited educational training. The 1940 census indicated that approximately 700,000 New York City adults twenty-five years or older have less than five years of formal education. Of this group over 360,000 have had no formal education.

Many of these persons have been inducted into the Armed Forces. They have come in contact with Army special training programs. Undoubtedly many of them will wish to continue some of their training. The development of this program is one of the important challenges of postwar education in New York City and elsewhere. But no formalized program of training will suffice. It is important that educational authorities everywhere concern themselves with newer techniques and fresh approaches to the education of those of limited educational background.

The various agencies and organizations concerned with the education of the returning veteran are anxious that this program be viewed in the large. No narrow program will fit the needs of the over three-quarter million men and women who have been to every corner of the world, many of whom have been subjected to newer types of educational procedures and methods, thousands of whom have learned new techniques and new information with respect to health and hygiene, food, discipline, and technical fields. Thousands will have tasted of new power. They will have experienced the implications of "One World". Thousands have also tasted the bitterness of war and privation. They will return to their homes unwilling to accept for themselves or their children a status or position which can be bettered by education and training.

So far we have been concerned primarily with education "for" veterans. But returned veterans are also a source of power for education. They have traveled more, learned more, seen more than any other similar group of human beings. They have developed new skills, new information, new insights. Their knowledge about lands, peoples, institutions, airplanes, tanks, physical fitness, jeeps, cultures, religions, discipline, communication, human relations, discrimination, military logistics, and a million other things can contribute materially to the cultural and economic wealth of every community and hamlet in this country.

This training, background, and experience can be utilized for years to come to enrich the commercial, industrial, and cultural background of America. Dull meetings can be transformed into interesting discussions. GI's can become the spark plug for community programs of discussion, recreation, and planning. Their newly acquired skills can be utilized to build a better world. Utilizing, directing, and enhancing the power of these young men and women is the challenge to education in our day.



## Veterans Education and Training

ROBERT H. OWENS

*Supervisor, Veterans Education Division, Public School System, Cleveland, Ohio*

**R**EGISTRANTS began to be inducted into the Army under the Selective Service and Training Act in November, 1940. Shortly after that date, men began to be separated from Service and some of them started or continued with their educational plans through the facilities of the Cleveland Public School, either in day schools or in adult evening school classes. These men were not usually identified as veterans.

As the rate of induction increased, concern for the general welfare of men in the Armed Forces increased in each community of the nation. In Cleveland this was reflected educationally by the senior high-school principals, who began to contact their former students and offer them opportunities to complete their education. This was on an individual school basis. There were, however, an increasing number of problems in the educational or training programs of discharged servicemen who returned to their home schools. These were being met on an individual basis until Public Law 346, 78th Congress (GI Bill of Rights), became a law on June 22, 1944; but did not constitute a co-ordinated veterans educational program for the entire school system. Veterans were simply carrying out their own intentions as were other out-of-school youths and adults.

After the GI Bill of Rights was enacted, the Cleveland Board of Education realized that through the administration of the law the Board had a special duty to provide veterans with education and training opportunities and decided to express its attitude in a formal Resolution. In that Resolution, adopted in the fall of 1944, the Board of Education defined its responsibility to veterans and its desire to meet the problems in co-operation with the community. It was cognizant of the fact that some veterans would continue to return to the usual school facilities without encouragement; but the Board was not content only to serve them as they accidentally applied for education, but wished to make a positive approach to the challenge.

The Resolution provided for the establishment of the Veterans Education Division to be a part of the Department of Education. The particular functions of the Division as outlined by the Board are to:

- a. Encourage veterans to enroll for education or training or for refresher courses.
- b. Provide information to veterans as to their educational privileges and assistance in their choices of courses of study.
- c. Co-operate with other agencies and educational institutions within the area on programs for veterans' education.
- d. Plan, develop, administer, and supervise such other projects in relation to veterans' education as directed.



On May 21, 1945, a Supervisor of Veterans Education was appointed and an outline of a broad program under which to operate was prepared. This is a framework or pattern under which the Division will function and as it evolves will be modified in the light of experience. This alone will finally shape the program, and until such time as there is a sufficient number of veterans who undertake to upgrade themselves, these plans must lend themselves to considerable flexibility. In no case will plans ever be made that cannot be changed to meet the needs. One idea only is fixed; and that is, that the educational or training programs must be programs which are definitely prepared and organized for adults.

For the purpose of this material the original over-all outline has been modified to include some examples of operation and problems which have been encountered to date.

#### FACTORS AFFECTING THE PROGRAM

There are certain limiting factors to veterans' education within Public Law 346 and the regulations thereunder; but there are also other factors which will affect the program. Some of them are:

1. The competence of the Veterans Education Division, including whether or not there is sufficient staff to carry out the policies of the Board.
2. The effectiveness of co-operation between the various departments within the school system.
3. The availability of the kind of facilities needed, including personnel.
4. The degree of success attained in co-operation with the community, in stimulating and encouraging the veterans to take advantage of their privileges.
5. Economic conditions.

If these factors develop favorably, the program can accomplish the following:

1. Enable veterans to make a better living.
2. Permit them more fully to realize their own mental and physical capacities.
3. Equip them to be of more service within family groups.
4. Develop in veterans an appreciation of the desirability for intelligent participation in local community problems.
5. Help them better to understand the sweep of events affecting society and international interdependence.

In working for these objectives the Veterans Education Division has the responsibility to:

1. Serve as the point at which the divisions of the school system will focus all veterans' problems.

2. Serve as liaison between the school system and governmental and private agencies within the community.
3. Maintain records pertaining to veterans who are enrolled for education or training.
4. Advise with veterans and suggest programs of study and training.
5. Seek the co-operation of agencies which are concerned with the welfare of veterans.
6. Furnish information to community agencies about educational and training courses available for veterans.
7. Co-operate with the Veterans Administration.
8. Continuously evaluate in collaboration with other factors in the school system and the community, the effectiveness of the operation of the program.
9. Function directly under the Superintendent of Schools.

#### INTERNAL COMMITTEE

A co-ordinating committee will be selected within the system to consider all phases of the program, co-ordinate the different types of services, and make recommendations relative to administration of the program.

1. The committee will be composed of the supervisor of veterans' education, high-school principals' veterans committee, assistant superintendent in charge of special schools, directors of the divisions of adult education, industrial arts, guidance, research, and the psychological clinic.
2. The functions of each division of the system will be defined.
  - a. To date, one group, sitting as a committee has met several times. It was composed of the Superintendent, Supervisor of Veterans' Education, Assistant Superintendent in charge of senior high schools, Assistant Superintendent in charge of special schools, and the Director of Adult Education.
    - (1) This committee will probably continue to serve as a steering committee, formulating or approving policies made upon the recommendation of the larger staff committee which will function after the opening of school in the fall.
  - b. Examples of co-ordination within the headquarters staff to date:
    - (1) The Director of Adult Education and Supervisor of Veterans' Education prepared a policy relative to applications for diplomas from the Extension High School in cases involving veterans with no prior record of school attendance in Cleveland Schools. One semester of attendance in a Cleveland senior high school or the Extension High School was decided upon as prerequisite. This has been approved by the Superintendent.

- (2) The Supervisor has also called upon the Director of Guidance and Placement for assistance in obtaining jobs for veterans who wished to supplement their subsistence allowance which they were receiving under Public Law 16.
- (3) The Bureau of Educational Research has been consulted on matters pertaining to the Armed Forces Institute General Educational Development Tests, which are administered by the Supervisor of Veterans' Education.
  - (a) A relatively small number of these have been administered and only one veteran has failed to reach the critical scores which were recommended by the National Association of Secondary-School Principals. The past educational levels of the veterans range from completion of the 8th grade to the 12B grade. Older veterans are scoring higher than younger veterans with the same formal educational background.
  - (b) A study is being made of the pre-military service educational records of all these veterans to determine if the standards are adequate in relation to the usual requirements for graduation from Cleveland high schools. Consideration will also be given to whether any other requirements should be met in addition to successful completion of the tests. This is an example of the fact that plans are subject to change in the light of experience.
  - (c) The Bureau of Educational Research is also advising on test materials to be used to determine levels of attainment, aptitudes, and abilities as plans develop to create veterans' "institutes" within existing facilities. These may be administered by the school principal or by the Division of Adult Education. This phase of the program will not spring into an absolute form without a trial period.

#### EXTERNAL COMMUNITY COMMITTEE

The Board of Education's original resolution clearly indicated the necessity and desirability for community co-operation. A program for such a committee is still in a formative stage due to the desires of the Division to gain more experience so that the functions of such a committee might be better planned. Delay also seems to be desirable while waiting for informational materials to be printed. In general, though, the committee will be composed of representatives of veterans' organizations, labor, management, the press, public and private agencies which are also in contact with veterans, and outstanding civic leaders.

Through such organizations:

1. Full publicity should be given about opportunities for veterans.
2. Correct information relative to veterans' educational rights and benefits should be disseminated.
3. Veterans should be encouraged to enter upon courses of education or training.
4. Reactions of the community to the program should be obtained.

It seems to the Division that such co-operation within the community must be of major importance if veterans are to be served. In fact, all media must be utilized.

Several talks have been presented by the Supervisor of Veterans' Education before social-civic-economic groups and favorable news items have appeared in the daily papers about the program. While this is desirable, they represent only two phases of this part of the program.

#### ADVISEMENT SERVICES

There are two categories into which veterans seeking education and training fall, although almost all veterans not dishonorably discharged and with 90 days or more service are entitled to education or training either under Public Law 16 or Public Law 346.

1. Veterans under Public Law 16 are those whom the Veterans Administration decides have vocational handicaps and are entitled to vocational rehabilitation.
  - a. Such veterans are required to participate in an advisement and testing service established by the Veterans Administration through the facilities of an institution of higher learning.
  - b. In these cases the Veterans Administration with the veteran decides upon an employment objective and the veteran is directed to report to the Veterans Education Division, if the training is to be in the public schools. The course of education or training is indicated.
  - c. The veteran is then enrolled in whatever course has been indicated and attendance reports are sent to the Veterans Administration which pays tuition to the Board of Education and subsistence to the veteran.
- (1) At present the Board of Education has contracts with the Veterans Administration to provide training under Public Law 16 in aircraft engines, auto mechanics, machine shop, mechanical drafting, pattern making, gas and arc welding, diesel engines, radio, and horology. The equipment for the latter course has not yet been obtained but the course will be offered as soon as possible.

It is hoped that the number of veterans eligible for Vocational Rehabilitation under Public Law 16 will be small; but whatever the number, the needs will be met. However, by far the larger number of veterans eligible for education and training are those who have their privileges under Public Law 346. Here the challenge rests not only with the schools and the agencies of the community but with the veteran himself.

1. An eligible veteran under this law is free to pursue any course of study in any approved institution which will accept him. The approval of the institution is made in Ohio by the State Department of Education.
2. The veteran under the GI Bill of Rights is not required to avail himself of any advisement services but the Veterans' Education Division is undertaking interviews, discussions, and advisement for all veterans who contact it.

It is of the utmost importance that every effort be made to persuade veterans to seek analyses of their own abilities and to understand what vocational opportunities lie ahead before undertaking a program of education or training. If this is not done, the following will too often result:

1. Veterans will enter upon programs in which there will be little chance of successful completion.
2. They will enter upon programs in which their best abilities will not be utilized or developed.
3. They will acquire skills they cannot use because of industrial and technical changes or because certain occupations are overcrowded.

#### FACILITIES

Most of the veterans who have appeared up to the present time to make inquiries about their educational or training programs under the GI Bill of Rights are interested in either:

1. Obtaining a high-school diploma by attendance in adult evening school classes or by completion of the General Educational Development Tests.
  - a. A high-school diploma is sought as a prerequisite for college or to point to when obtaining a job.
2. Terminal industrial courses as retraining or as new training.
  - a. Most of these veterans have already decided what they want<sup>1</sup> but they are urged to examine carefully their own abilities and the employability of their skills.
  - b. Here it is necessary for the Division to use whatever information it has about postwar opportunities. Further assistance will shortly be obtainable through a postwar job survey of the metropolitan

<sup>1</sup>Forms have been prepared on which to record past educational, military, and vocational experiences; future educational and vocational intentions, plans agreed upon, and follow-up information.

area now being conducted by one of the associations of the community.

Services for both these groups are provided in day schools and through adult evening school classes. Evening school classes were conducted in Cleveland this summer for the first time. Fifty-five veterans were enrolled when this material was prepared.

There have also been fifteen veterans<sup>2</sup> in day summer school; but in neither group was tuition or subsistence paid by the Veterans Administration. These veterans were "saving" their "GI time privileges" for college.

It is doubtful whether any of the veterans in evening school classes were eligible for proportionate subsistence because the Veterans Administration regulations prohibit such tuition payments to veterans employed full time unless the courses are "related" to the employment. This is no encouragement to a veteran who may wish to study in general educational or cultural fields or who wishes to seek training for a vocation different from the one he holds.

#### PERSONNEL AND CURRICULUMS

Due to several factors the number of veterans seeking to up-grade themselves is small. These factors are represented in the segments of the program previously indicated and are being attacked as rapidly as possible and as conditions permit. For example, there have not yet been enough veterans in one place to attempt to give special in-service training to teachers. This should come through if we succeed in establishing small "veterans' institutes" in existing facilities.

Up to the present time, the regular teachers of adult education have not received any special training. It may be that a study of withdrawal records of veterans will show that certain changes in methods and curriculum are needed sooner than expected. Certainly veterans with any nervous or mental disorders must be carefully assisted. Some experience is being gained in this field.

The new training courses for veterans under Public Law 16 have, of course, necessitated development of teaching materials. This has been under the supervision of the Division of Special Schools. The same approach will be made as the course in Horology is developed.

#### RESUME

The Veterans' Education Division has functioned only a few weeks, and the material which has been presented here is a combination of plans and experiences to date. It points out some of the difficulties facing school systems which are seeking to provide educational opportunities for veterans.

All kind of problems have been and are being presented to the Division by the constantly increasing number of veterans who seek information on which

<sup>2</sup>Forms have been prepared on which to record past and possibly future status of the veterans. These will be studies in order to see how other veterans may be served.

to base decisions as to their future educational or training programs. The inquiries cover a wide range but, with few exceptions, veterans are sincere in their desires to improve themselves. Each one who is seeking to complete his education apologizes, in some manner or other, for not having made better use of his time while in school. One can readily see that the veteran's military service brought home to him an appreciation of the values which would have been his with a firmer educational foundation. His choice of military assignments might have been wider, promotions might have come more rapidly, and as he looks into the future he has learned that the man with education or training will have the best chance. Now surely as these men seek to improve themselves as citizens, a school system must direct every effect to help.

Not only veterans visit this office but servicemen on furloughs inquire about what to do to complete their formal high-school requirements while still in Service. Sisters, wives, and mothers of servicemen and veterans also seek information by personally visiting here, or through letters, or by telephoning. Soldiers, sailors, marines, and coastguardmen on duty in Europe and in the Pacific write about their educational problems.

Often this office seems to be not only a point at which the concern is with veterans' education but is a listening post for many other problems. A father seeks advice on a 'good' military school for his son; a mother wants her son transferred; a wife, whose husband is in Service, wants to unburden herself about a domestic problem; an employer looks for employees, and so it goes. No one is met with less than the complete abilities of the Division. Through all contacts made here and through all other *media*, the basic purpose remains, and that is to provide educational and training opportunity for veterans.

### Consumer Education Study

The Consumer Education Study has received another grant from the National Better Business Bureau, Inc. so that it will continue its work at least until September, 1946. During the coming year the Study will complete and publish the manuscripts that it now has in hand and prepare several additional units. It plans also to hold a series of regional conferences to discuss problems of consumers and to promote the use in schools of its materials. Suggestions as to the places and programs of these conferences will be welcomed.

The Study sending a complimentary copy of each of its study units, with the exception of those of book lengths, to every member of the National Association of Secondary-School Principals. The first five monographs have been mailed and others will be mailed at intervals as they are published.

In co-operation with the national associations of teachers of business education, home economics, mathematics, science, and social studies, the Study is issuing reports on the teaching of consumer education in these subjects. These reports are mailed to all members of the National Association of Secondary-School Principals and also to members of the subject-matter associations.



## Phoenix's Educational Program for Veterans

L. A. EASTBURN, *Director of Research and Guidance*

EDWARD M. ANDRES, *Director of the Social Sciences*

DONALD F. STONE, *Director of Physics*

J. J. KAYETAN, *Director of the Technical School*

E. W. MONTGOMERY, *Superintendent of Schools and President  
of the Junior College*

THE Phoenix Union High Schools and Junior College system begins its educational program for veterans before the young men have to leave the high schools and go into the Service. The Board of Education has authorized the operation of the schools on an all-year-around basis. As an example, the school year 1944-45 closed on June 1, 1945, and the summer school opened on Monday, June 4. The summer school for the high school is divided into three terms: one six-weeks term from June 4 to July 13; one five-weeks term from July 16 to August 18; and one three-weeks term from August 20 to September 7. The school year 1945-46 opened on September 10, 1945. It is possible for a student to take two subjects during the first six weeks of five days each week, and each class is operated for two hours in order to meet the standards of the North Central Association of Colleges and Secondary Schools. During the second six weeks the student may take two subjects, also. The school then operates five weeks, six days each week, with double periods. During the third term, composed of three weeks, the student may take only one subject and the class period is for four hours. Therefore, it is possible for a student to take two and one-half units of work during the summer.

The Phoenix Union High Schools require sixteen units of "solids" for graduation. Men in the Services, however, are granted one unit of credit for basic military service. Therefore, if the student has fifteen units before he is inducted into the Armed Forces, the one unit for basic military service will graduate him from high school. High-school boys have been encouraged since the beginning of the war to take the summer school work and be graduated on an accelerated course in order that they may complete their high-school work even before it is necessary for them to enter the Armed Forces.

If a student is called into the Armed Forces after he has had twelve weeks in the semester, he is given credit for his semester's work if he is passing at the time he leaves. If it is necessary to make up any work, he may take correspondence courses through the schools' Extension Division or through the United States Armed Forces Institute.

The Phoenix Junior College operates an eight-weeks summer term in which student may accelerate work in order to have as many credits as possible before entering the Armed Forces.

## CORRESPONDENCE SCHOOL COURSES

The Phoenix Union High Schools and Junior College System operates a Correspondence School for the high schools of Arizona. The Correspondence School has been approved by the State Board of Education, the University of Arizona, the Teachers' Colleges, and the junior colleges of the state. It is also approved by the State High-School Principals Association. The State Superintendent of Public Instruction is a member of its Advisory Board, which also includes representatives of the colleges of the state. It is possible for men in the Services to complete subjects which they have not had an opportunity to study before going into the Service and finish their requirements for graduation. Many men in the Armed Forces have been graduated from this school. At high-school commencements at the close of the school year 1944-45, forty-nine men were granted diplomas who had completed their work here by summer school acceleration, Correspondence School, or by work which they had taken in the Armed Forces Service Schools. The school system gives credit for school work completed in the Armed Forces Service Schools in accordance with the recommendation of the American Council on Education. Nearly one thousand former students of the high schools of Phoenix have received from one to six units of credit toward a high-school diploma for work satisfactorily completed in Service Schools of the Armed Forces.

Five hundred one students were enrolled in courses in the Correspondence School last year with an aggregate enrollment of nine hundred forty-one. The subjects ranged from such usual courses as English, foreign languages, history, and mathematics to courses in pre-flight aeronautics and fundamentals of radio. The students enrolled were from seventy-two communities in Arizona and fourteen other states. Seventy-four men and women in the Armed Forces were enrolled in the Correspondence School.

The preceding explanations indicate the manner in which hundreds of young men have been able to complete their high-school work before entering the Armed Forces. A great many have also finished the requirements for graduation after being inducted into the Service.

## TESTING SERVICE FOR VETERANS

The school system is also attempting to make adequate plans for the education of returning veterans as contemplated by the GI Bill. In July, 1944, by authority of the Board of Education, the Superintendent contracted with the Veterans Administration to furnish testing services to returned veterans. In addition to psychometric testing, the guidance department has made arrangements for a competent psychiatrist to give psychiatric services when necessary. At the present time, one instructor is giving almost full time to the testing service. In a short time it is expected it will take two or three men to do the work.

Perhaps a detailed statement of the way in which the Department of Research and Guidance operates in the psychometric examinations of veterans will be of interest. A separate veterans' division has been established downtown as a testing center. The veteran calls upon an official of the Veterans' Administration. He has a disability rating and is entitled to rehabilitation education or training. He is referred to the educational adviser of the Veterans Administration. The adviser then takes a case history and questions the veteran as to his plans. The veteran tells him, let us say, that he desires to become a physician. The adviser prepares an abstract of the case history and sends this to the psychometrist with the authorization to examine the veteran.

It is the psychometrist's job to give a battery of tests and to interpret the results in the light of this particular veteran's psychosomatic condition. First, he may be given one or more of a number of preference or vocational interest tests. The psychometrist interviews the subject. During the interview much useful information is sometimes derived which aids the psychometrist in advising the veteran to follow a certain course of study or training program.

Mental tests, personality tests, adjustment tests, mechanical aptitude tests, and various achievement tests are given to aid the psychometrist in appraising the veteran's aptitudes and in prognosticating his probable success in a certain endeavor. Some cases are very difficult and require many hours of testing and retesting to arrive at any conclusion. Scores of individual factors must be appraised. Sometimes the psychometrist and the adviser confer on a difficult case.

A report of test results together with any comments and recommendations is sent to the adviser of the Veterans Administration. Final disposition of the case rests with the Administration and with the veteran. Sometimes the psychological examination points to the possibility of organic disease, or mental disorder, not heretofore reported. The adviser is appraised of these facts by the psychometrist and the adviser may refer the veteran to a psychiatrist or other physician, depending upon the nature of the recommendation.

The schools, as well as other agencies, will be called upon to assist the returning veteran in readjusting himself to civilian life. Careful diagnosis of his needs preceding any recommendation is essential to a satisfactory solution. The Board of Education in establishing this psychometric service has taken one of the essential steps in preparing the Phoenix Union High Schools and Junior College system to care for the returning veteran.

Our schools, during the school year just past and during the summer sessions, have accepted veterans with the understanding that they would take advantage of the present courses offered until the Veterans Administration of the State Rehabilitation Department is in a position to provide an adequate number of veterans in order that educational classes may be organized. It is our desire to assist in the rehabilitation of all veterans in this area, and our school system stands ready to organize separate classes for veterans in every

division as soon as the Veterans Administration can recommend enough veterans to form such classes.

#### CO-OPERATIVE TRAINING COURSES

At the request of the Luke-Greenway Post of the American Legion, a Co-operative Training Program has been developed which started in September at the Phoenix Junior College. Any veteran who is receiving assistance either under Public Law No. 16 or No. 346 will be permitted, at the discretion of the Medical Adviser of the College, the Vocational Adviser of the Veterans Administration, the Dean of the College, and the Director of Co-operative Training, to work a maximum of fifteen hours a week in certain approved governmental agencies, banks, industrial plants, and merchandising businesses. A standard scale of wages has been developed for governmental agencies as follows: fifty-five cents per hour for the first three-month's service; sixty-five cents per hour for the next three-months; and seventy-five cents per hour thereafter. The earnings during each school month will be as follows:

1 — \$33.00	6 — 39.00
2 — 33.00	7 — 45.00
3 — 33.00	8 — 45.00
4 — 39.00	9 — 45.00
5 — 39.00	

Summer employment in the various departments of government is being planned. Standard scales of wages are now being developed for banking, merchandising, engineering, and manufacturing. Likewise, a schedule of high-school and college credit granted for approved work is being developed in such subjects as engineering work, social work, statistics, and governmental accounting. Three semester hours of credit will be given for three hundred hours of approved co-operative work. The director of Co-operative Training will confer with the various department directors who supervise the students' work, so that fruitful educational experience will result from the employment.

It is thought by many who have given consideration to the matter, that Arizona, on account of its beneficent climate, may have a great many more returning veterans than the population of the state would indicate. This will be particularly true of those who have suffered some health disabilities. A survey of the returning veterans thus far indicates that some one hundred thousand veterans will come to Arizona for health or other reasons. Our schools are eager to serve the men and women adequately, no matter where their former homes may have been.

#### TECHNICAL SCHOOL COURSES

The Phoenix Technical School has the following subjects in the technical trades available at this time: drafting, carpentry, machine-shop, auto mechanics, auto-body reconditioning and painting; electrical construction, radio, printing, refrigeration, general sheetmetal, dressmaking and design, airplane mechanics, (that is, service repair and maintenance) arc and acetylene welding, and airplane motor mechanics. A veteran may attend classes part time

at the Phoenix Technical School and accept part-time employment for the rest of the day. Regardless of the schedule, the veteran has the opportunity to select the program which he desires, in order to meet the qualifications of employment. The Phoenix Technical School is organizing a program that will prepare the veteran to qualify for Civil Aeronautics Administration airplane and mechanics ratings.

#### JUNIOR COLLEGE COURSES

The Phoenix Junior College offers courses in the commercial field in addition to the first two years of regular college liberal arts, and the college is ready to make every possible adjustment in order to serve veterans in the best possible way. The Phoenix Junior College has recently made arrangements with the Phoenix Technical School by which students of the college may do their Liberal Arts and related subjects on the college campus and take the following courses on the Phoenix Technical School campus for college credit on the terminal basis: automotive service, building trades, commercial dressmaking, electrical trades, plumbing, radio, refrigeration, sheet-metal, aircraft, arc and acetylene welding, supervisory and foremanship training, time and motion study, and visual aids equipment.

#### *Pilot and Flight Instructor*

The Junior College has also organized the Department of Aeronautical Arts and Sciences to prepare students for commercial pilot and flight instructor work, aircraft and engine mechanics, airport control tower operation, airway radio, meteorology and navigation, and airport management. The equipment at the Technical School will be used in connection with the above college course.

The Phoenix Junior College, with five years of experience in the Civil Aeronautics Administration Civilian Pilot Training and War Training Service Programs, is in a position to offer thoroughly trained teaching personnel and excellent aeronautical training equipment,—a fine aeronautical educational program to the returning veterans. Since October, 1939, aeronautical ground-school courses leading to the several Civil Aeronautical Administration Pilot Certificates of Competency, have been made available to regularly enrolled college students and to citizens of the community. The college has also maintained an Aeronautical Extension Ground School at Sky Harbor Airport, and in collaboration with the three fixed-base operators—Southwest Airways, Inc., Sky Harbor Air Service, Inc., and Marsh and Franklin—has provided special ground-school courses leading to the private pilot certificate.

These courses were given in evening classes, held at the airport and on the college campus. They were taught by regular college staff members, with the aim constantly in mind of raising the standards of aeronautical training rather than merely preparing for the Civil Aeronautics Administration examinations. That this policy has been successful is evidenced by the fact

that Marsh and Franklin has invited the College to establish its Extension Division in the operator's classroom building and continue to provide class instruction as in the past. The operator will provide facilities free of rental, and the cost of instruction and supervision will be met by a small tuition charge per student collected by the college. Thus no tax funds will be involved.

It has seemed desirable to the Aviation Committee of the Phoenix Union High Schools and Junior College, to initiate a program of flight-experience training to be given in conjunction with the several high-school aeronautical courses and certain of the courses included in the Curriculum of Aeronautical Arts and Sciences in the Junior College. This flight experience would not be a repetition of the usual four or six hours of a flight-training course, but would be rather a laboratory course in the practical operation of the airplane with no attempt to teach the art and technique of flying. For those desiring to learn to fly, the usual flight-training courses would, of course, be available. This program is in line with national trends in aviation education.

#### *Vacuum Tube Phenomena Instruction*

The college, for years, has maintained courses in theory and application of vacuum tube phenomena. To stimulate interest, the Short Wave Radio Club, Sigma Omega Rho, was organized in 1934, and the amateur station license, W6KVE, was issued by the Federal Communication Commission. This station was active until December 7, 1941. In the winter of 1938, it was one of the communication links between Arizona and Southern California, during the period of a flood. With the cessation of hostilities, the activities of Sigma Omega Rho was resumed. In line with the great advances made in the science of electronics and radar during the war, experimental work is being carried on at present so that teaching personnel will be trained and equipment available to carry on effectively the work in electronics in the light of new developments. Veterans will be able to secure training in code practice, theory and application of radio and electronics, including microwaves, theory and application of sound equipment, and recording.

#### *Junior Engineer Instruction*

In addition to the above, the Phoenix Junior College has for many years maintained excellent courses for the preparation of junior engineers. The College Engineering Department offers the first two years of work for civil, electrical, mechanical, and mining engineering, in addition to the terminal engineering previously indicated, which prepares for entrance into the junior year of a four-year engineering college.

#### *Peace Officers Instruction*

The Junior College authorities are working on a course for the training of peace officers. The Police Department of the City of Phoenix, the Sheriff's office of Maricopa County, and the state highway patrol officials are co-operat-



ing in the construction of the course of study. This course will probably be of interest to several returning veterans.

#### FACILITIES AVAILABLE

The Phoenix Junior College has adequate facilities to accommodate a great many returning men and women. The plant was built to accommodate one thousand students. It formerly enrolled over eight hundred, but because of the war enrolled only about four hundred sixty students last year. Therefore, it would be possible to accommodate immediately more than five hundred returning veterans in the regular day classes of the college.

The Phoenix Technical School has adequate accommodations for many hundreds of returning veterans in its regular day classes. The high schools can also accommodate many additional students if the returning veterans should be interested in attending the day high schools.

#### ADULT EVENING COURSES

In addition to all the facilities indicated, our school system is ready to organize an Adult Evening School for veterans, to be operated from four o'clock in the afternoon until ten o'clock at night. This would accommodate several thousands of returning veterans who would be interested in high school, technical school, or junior college work.

#### ADMISSION REQUIREMENTS FOR VETERANS

The Phoenix Junior College has adopted the following regulations which will apply to the admission of war veterans:

1. *Admission of Veterans to College*—Veterans eighteen years of age or over, who have not had an opportunity to complete their high school work, may be admitted to regular standing with conditions. It is provided in this connection that such conditions may be adjusted in whole or in part upon satisfactory completion of a term in residence. The minimum age of twenty-one years required for admission to special standing of students without high-school training may be waived in the case of veterans with the provision that the veteran be not less than eighteen year of age.
2. *Evaluation of Service in the Armed Forces*—The recommendations of the American Council on Education will be accepted in establishing a maximum number of credits in Military Science to be awarded for service in the Armed Forces.
3. *Evaluation of Specialized Training in the Armed Forces*—The recommendation of the American Council on Education will be accepted as a guide in the evaluation of special training courses completed in the Armed Forces. It is also provided that in this connection service training courses completed in colleges and universities may be accepted to apply on a degree with the same value as given them by the institution in which the courses have been completed.



## TUITION PROVISIONS

The authorities of the Phoenix Union High Schools and Junior College System have recently signed a contract with the Veterans Administration providing for tuition and other charges under the GI Bill which conform entirely with catalogue provisions for students at this time.

Our high-schools charge no tuition; therefore, veterans will not be charged tuition for high-school attendance. The same is true in the case of the Phoenix Technical School. The Phoenix Junior College charges no tuition to the residents of the Phoenix Union High Schools and Junior College District, but does have provisions for tuition charges to those outside of the district and outside of the state. The contract with the Veterans Administration provides for similar arrangements for the admission of veterans to the college under the GI Bill.

If it is necessary to establish the large Evening School contemplated, that will, of course, require a reasonable tuition under the arrangements of the GI Bill in order to maintain the school, as there are no tax funds available for this purpose.

**T**HE Veterans Administration is not only rapidly extending the number of regional offices through which guidance facilities are available to veterans but also Guidance Centers at educational institutions. As of May 1945, 90 such Guidance Center had been established. These guidance centers in different parts of the country are established in response to the need for them in those localities. Many of these guidance centers have been located at educational institutions because these institutions afford facilities and personnel which make it practicable for them to function in co-operation with the Veterans Administration in providing guidance services. Such an institution makes application to the manager of the regional office in the area where the institution is located, for the execution of a contract with the Veterans Administration, which enumerated the services to be rendered by the institution and the terms of the agreement. Additional guidance centers are being established as rapidly as the need for them appears. It is expected that the number of such centers will soon reach 400.

There are also a number of localities at which guidance is available through the services of Vocational Advisers operating out of the regional offices which is their official station. As of April 30, 1945, there were 274 Vocational Advisers. New Advisers are being added by appointment at the various regional offices at the rate of about 78 a month.

It is not necessary for any veteran to go very far from his home in order to find information which will put him in touch with the counseling he needs. At an information service center in almost every town or community there is a contact officer of the Veterans Administration, who is competent to inform the veteran of his privileges with respect to rehabilitation or of education under the provisions of Public Law 16 or Public Law 346.—*News Letter* (May, 1945) of the Vocational Rehabilitation and Education Association.

## The Hartford Veterans High School\*

WILLIAM F. AITKEN

Acting Director, Adult Education, Hartford, Connecticut

**A**CTION! G. I. Joe has been impregnated with this keyword of the Armed Services. At first his entrance into the Armed Forces, his moving on, was a jaunt to him, an adventure—but not for long. Sobered with the realization that going to war was a serious business, G. I. Joe grimly faced realities and geared himself for the action that would enable him to reach his objectives. But in that timeless period of “in-between”—lying in the foxholes, enroute to establish a beachhead, waiting in a landing craft—his thoughts have been on home and what he will do, what he will *be* when he gets back.

The war's yesterdays and their appalling toll have made him think. The tomorrows may bring the thought: *To wait too long to live is to die too soon.* This is not a truism of war but rather a truism of peace, made piercingly vivid because of war. “When I get back. . .” G. I. Joe plans to make up for lost opportunities, for the years he may have frittered away in high school or in college, for those intervening years when war, the experience of his generation, claimed his attention and his energies. G. I. Joe plans to carry into civilian life the major lesson of soldiering, “*Action!*”

Some GI's have already returned. They have clear objectives for peaceful living just as they had vivid objectives for war action. Boys when they left but now men, these veterans do not plan “*to wait too long to live.*”

### WHY A VETERANS' HIGH SCHOOL

Hartford seemed to catch early the feeling of the G. I. Joes and action became the keyword of the superintendent of schools in the postwar planning for the education of veterans. The Hartford plan grew out of the request of four young men returned to civilian life who appeared at the high school seeking advice on how they could finish their high-school careers. Requests for high-school educational opportunities were received from the Veterans Facility and from surrounding towns. Some of these young men will be able, because of their greater maturity, to progress more rapidly than the average high-school youngster. Some, without doubt, would rebel at being placed in classes with “children”; others perhaps we would prefer not to place in classes with younger boys and girls.

The Hartford Veterans High School was established, therefore, on December 18, 1944, to meet the needs of young men and women returned from the Armed Forces who might wish to complete their studies and earn a diploma. It was early recognized that the candidates, for awhile, would be few. In spite of this the opportunity was sought to set up and operate a school in order that experience might be gained before a rush perpetuated errors which might be found. On May 1 there were eighteen students in the school with

\*Reprinted, with permission, from the June, 1945 issue of *Adult Education*.

but one case of a drop-out. One student who took refresher courses in chemistry, physics, physiology, and English for three and one-half months is now enrolled in a professional school in Chicago.

Two courses of procedure are open to students—enrollment in the Veterans High School, leading to a high-school diploma, or enrollment in review or refresher classes leading to a state high-school equivalency certificate. With one or two exceptions all who have come to us want a high-school diploma and preferably from the high school which they had attended prior to their Military Service. It is interesting to note that most veterans enrolled in the Hartford Veterans High School plan to continue their education beyond high school. The courses selected are academic rather than manual.

Both day and evening sessions of the Veterans High School are held at the Hartford Public High School. The classes are segregated from the regular high-school classes and the administration of the program is in charge of the director of adult education, serving as admissions officer. He interviews each candidate to ascertain his past educational record, his USAFI courses if any, and his objectives and works out a course of study with him. The veteran is then sent to the principal of the school who prepares his schedule and sees to it that he gets off to a good start. A summer session of six weeks was also held to further accelerate the educational program of the veterans. The evening session was discontinued in April due to lack of students. If a demand should exist this session, it will be resumed this fall.

#### THE INSTRUCTORS

Instructors are drawn from the regular high-school staff. Each instructor who is assigned a veterans' group is relieved of a class in the regular high-school program. Much care is exercised in the consideration of the personality, temperament, and background of the teachers selected to handle the veterans. One of the instructors is a veteran of the First World War, another of the present war, whereas several others have had experience in training young men in the V-5 and V-12 programs. Instructors of these types have a background of experience, sympathetic understanding, and progressiveness that is most inspiring. As they helped educate young men for war they are now doing the more constructive job of educating men for a return to civilian life.

Instruction is available without cost to residents of Hartford and at the regular tuition charge to out-of-town students. Admission to the school is based upon such factors as an honorable discharge from the Armed Forces, evidence from the Veterans Facility that the applicant is capable of high-school work, or upon evidence that he has successfully accomplished school-work at the level of the ninth grade or higher. If a veteran had not been graduated from the elementary school, he is given tests for ninth grade, administered by the director of guidance and pupil adjustment, and if he successfully passes them he is admitted to the Veterans High School. Enrollees in the Veterans High School are given the freedom and facilities of the school including texts,

teaching materials, library, study halls, laboratories, etc. They are treated as adults who are there for a meaningful purpose and as a result are required to present themselves only at such times as they are scheduled for instruction. It is understood, of course, that regulations of the school as to conduct are to be obeyed by all within the building.

All instruction is on the tutorial basis, the instructor teaching several students in a given subject or subject field, even at different levels, during the class period. Opportunity is thus offered for acceleration as the student is enabled to progress as rapidly as his abilities or inclinations warrant. Although instruction, geared to the adult level, is flexible, the usual high standards of the Hartford schools are maintained.

At any time during the school year when the instructor believes that the student has maintained proficiency in a given subject, he is given an examination which if successfully passed is credited to his record and he proceeds to the next course in that subject field. Examinations are prepared by a committee of high-school teachers under the supervision of the director of secondary education.

#### THE VETERAN

These veterans know what they want and approach the resumption of their interrupted education with a business-like matter-of-factness. Their ages range from eighteen to twenty-six. One of them, married and the father of a two-month-old daughter, put it this way: "Any veteran who doesn't go to college now and take the opportunities offered him is nuts. I would sacrifice anything for it." A veteran of the Guadalcanal, New Britain, and New Guinea campaigns said, "It's a very good system. We can learn just as fast as we want to. This system will encourage lots of fellows to continue their education, at least through high school." Another veteran expressed the sentiments of the veterans as a whole when he said, "I'm glad I didn't have to go back into classes with the kids."

The instructor in physics, a veteran of World War I says, "They certainly do want to learn but it makes it a little harder on the teacher. Teaching veterans makes it more important than ever that you know all the answers because they can ask all kinds of questions." One of the English instructors goes on to say that, "Generally speaking, veterans work very well. They do much more than the regular school pupils do."

It is such simple yet sincere expressions as the above on the part of the faculty and veterans that reveal a sense of unity of purpose; and the veterans' determination to carry on, to make up for lost time, is encouraged by the teaching and administrative staff. In a few short years, many of these veterans have lived a lifetime, yet are eager to prepare for the life ahead. Through their expressed hopes and aims these returned veterans seem to value their educational opportunities as never before.

## SIGNIFICANCE TO THE DEVELOPMENT OF ADULT EDUCATION

Many veterans will make education basic in their readjustment to civilian life. To those who return to school, education becomes the common denominator. The school program must fit their needs—what they want, when they want it, and as rapidly as they can take it. And right here wonderful, far-reaching opportunities for adult education are opened up, for this education of the returning serviceman is no short-time fad but rather a problem for a generation. Many of these veterans left as youths who had never experienced adult membership in the community. They return to us mature beyond their years, likely to be impatient with slowness and delay. Adult instruction can furnish opportunities for adjustment along economic, social, educational, and recreational lines. This instruction must be kept free from the stereotype of the formal classroom. It must be largely individualized and free from the idea of education for credits only. It should furnish opportunities in all fields of human interest. The flexibility of adult education programs will best fit the new needs of the veterans. This informality of learning and the wide range of subject matter offered in the adult education field may also in large part counteract feelings of resentment, isolation, or frustration developed in some of these men. The veteran must see long-term plans—the steps to be taken and the new values that are to become the center of his interest and his attention. The job is one of human engineering and it is at this point that educators must not fail.

## THE BLINDED VETERAN

In view with the above, on a temporary basis, Hartford is providing opportunity for education to the blinded veterans from the Old Farms Convalescent Hospital in Avon, Connecticut. Two pupils are assigned to a teacher, and at present three faculty volunteers are giving of their time after school hours to instruct these boys twice a week in typewriting and dictaphone. Whether their purpose in acquiring these skills is for vocational or personal use, the boys enjoy this as an opportunity to become oriented with community facilities and are eager to attend.

In the field of manual arts, plans have been completed to admit a limited number of blind veterans to regular classes in the woodworking and metal shops. These veterans have had about four weeks' experience in the shops at the Old Farms Convalescent Hospital and the work in our classes will prepare them to take jobs in the factories of Hartford, where a number of them are already working and doing a first-rate job side by side with sighted employees.

The objective is to rehabilitate and to develop in these handicapped men a sense of security and of belonging. Their training must be in as natural an environment as possible. They must be made to feel that there is a job for them, that they are important in the scheme of things to come, and that they have a worthy contribution to make.

## The Educational Program for Returning Veterans in Denver

JAMES A. HALL

*Supervising Teacher, Denver Public Schools, Denver, Colorado*

ONE assumption underlies all of the thinking in Denver with regard to the education of veterans. The veteran, regardless of his chronological age, will have had maturing experiences that will necessitate his treatment as an adult. For this reason, the adult education organization in Denver is the place where planning is proceeding to care for the educational needs of the returning servicemen as far as they can be met by the Denver Public Schools.

Adult education in Denver is centered in the Emily Griffith Opportunity School and the Evening Vocational High School. Both of these institutions are under the direction of the same principal and their work is closely coordinated. The Emily Griffith Opportunity School operates on a full day and an evening schedule. The Evening Vocational High School is housed in one of the regular high schools and functions only in the evening.

Denver thinking divides adult education into three phases: guidance, training, and placement. The present provisions to accomplish the purposes of each of these phases and how they will need to be modified to meet the needs of veterans seeking education of less than college grade will be explained.

### GUIDANCE

The guidance activities in connection with adult education are centered in the Occupational Adjustment Center. This center is directed by a supervisor and is staffed by a number of experienced counselors, people chosen for their demonstrated ability to understand the problems of adults and to be effective in helping in their solution. In this center is also located all of the available information concerning educational offerings on an adult level and the latest and most complete information as to job and training needs in the Denver area.

Classes in any subject which does not conflict with the offerings of the colleges are organized whenever the demand for them is sufficient. Teachers, to supplement the regular staff, are secured on a part-time basis to offer courses in unusual areas. This makes it possible for any fair-sized group to have any educational experience that they desire. Courses are offered in such fields as art, welding, millinery, accounting, Russian history, current affairs, auto mechanics, radio, printing, forging, airplane mechanics, advanced mathematics, homemaking, typing, salesmanship, foreign languages, and almost anything else you can imagine.

Important members of the staff of the Emily Griffith Opportunity School are the co-ordinators. These are individuals whose vocational experience has peculiarly qualified them to act as liaison officers between the school and the various trade and commercial groups in the city. It is their duty to keep in



continual contact with the various unions and employing groups so that the vocational program of the school may be geared with the employment needs of the city. No innovation since the establishment of the Opportunity School itself has been more productive of improved educational results. In addition to securing estimates as to the employment needs of various groups, these coordinators assume certain responsibilities for recruiting trainees and for the supervision of the training classes.

In order that the guidance activities may have the maximum opportunity to function, the registration activities in the Emily Griffith Opportunity School are conducted by the personnel of the Occupational Adjustment Center. In this way it is possible to attempt to guide those seeking vocational training into areas where employment possibilities are superior.

All of this organization is functioning at present and is, of course, available to the returning serviceman. However, no one feels that the guidance responsibility of the Denver public schools ends here. The veteran is entitled to more.

The Denver public school system as an organization and the Emily Griffith Opportunity School as the department charged with the responsibility for the education of adults are both members of the Adult Education Council of Denver. Through this council, an educational counselor has been appointed to serve in the Veteran's Center at the local office of the United States Employment Service. Most of the discharged servicemen enroll at this office and are processed by the Veteran's Center. All of these veterans who, in the opinion of the counselors in the office, can profit by educational advice are routed to the educational counselor. He, in turn, is able to provide excellent advice about the educational possibilities available in the area as well as opportunities available under current veteran legislation. Denver and the veterans contacted by him are fortunate that a very competent individual has been selected as educational counselor. He is a Denver schoolman, on leave for this work, whose previous experience includes Y. M. C. A. work at the University of Denver, high-school teaching, and counseling in the Occupational Adjustment Center.

The educational counselor makes it his concern to secure complete information about each veteran he contacts and on the basis of this to work out with him a program of educational development which, in the opinion of both, offers a reasonable chance of completion. Because of his keen insight into the needs of veterans and his high degree of familiarity with the educational resources of the city and state, he is of tremendous value.

Veterans whose interests indicate a need for training of less than college grade are most frequently directed to the Emily Griffith Opportunity School where the guidance facilities mentioned above are made available to them.

Throughout all of this it must be understood that the public school system and the United States Employment Service are not the only agencies offering help to veterans. The Veterans Administration is charged with the sole responsibility of determining the feasibility of the educational program entered into



by those veterans working under the Vocational Rehabilitation Act. In addition, any veteran under the provisions of the GI Bill may, at his request, be counseled by this same administration. Many of the religious organizations, trade unions, and commercial clubs and associations also have made more or less elaborate plans to offer guidance services to the veteran as he returns to civilian life.

The Occupational Adjustment Center of the Denver Schools has then the additional responsibility of keeping informed of these varied activities and of making available the services of the Denver schools as they are indicated. This is done through the active participation of school personnel in the various Veterans' Councils which have been established in Denver to co-ordinate all of the work of helping veterans.

#### TRAINING

Before plans could be made to provide the educational experiences desired by veterans, some indication of the number of veterans that might be expected to live in Denver as well as what type of education they might desire was necessary. To secure such information, a survey of the veterans enrolling at the United States Employment Service office in Denver was made by the author. One thousand and two veterans were contacted in this survey and the results were rather revealing. Only forty per cent of those surveyed had ever lived in Denver before entering the Service. Eighty-six per cent of the same group planned to remain in Denver to live. On the basis of these returns and allowing for those Denver veterans who might not have contacted the employment service office, it seems apparent that Denver may have a postwar veteran population of one hundred five thousand while there will be only about fifty-five thousand citizens of the Denver area who will have seen service in the Armed Forces. This in itself will place a real burden on the adult education facilities and plans are completed for an extensive expansion of the plant of the Emily Griffith Opportunity School as soon as conditions will permit such construction to be undertaken.

Approximately sixty per cent of the group surveyed were interested in further training in order that they might be qualified to enter the occupation of their choice. On the basis of previous experience at the Opportunity School and other adult educational institutions, this indicates that about twelve thousand veterans may be expected to enroll in the adult education program in this area. Twelve thousand veterans is a lot to expect and will require careful planning.

A consideration of the specific interests of the veterans shows that they group themselves in three general classes—trade and industrial education, business education, and a miscellaneous group which is composed largely of those vocational interests which can best be met by education on a collegiate level. The diversity of this interest can best be shown by the following table.

TABLE I. THE TYPES OF EDUCATIONAL EXPERIENCES INDICATED BY  
718 VOCATIONAL CHOICES OF VETERANS

<i>Vocational Training Field</i>	<i>Number of Responses</i>	<i>Percentage</i>	<i>Standard Error of %</i>
Trade and Industrial	457	63.6	.95
Business Education	201	28.0	.53
Other Occupations	60	8.4	.102

The indicated interests in the trade and industrial area were scattered among fifty different trades but the overwhelming majority were interested primarily in the following nine fields: auto mechanics, welding, machine shop, radio, electricity, diesel mechanics, aviation mechanics, drafting, and refrigeration. All of the other interests together had less interest shown in them than any of the first three. Since approximately twelve thousand veterans may be expected to attempt to secure more training and also since approximately four fifths of them expect to get that training on a part-time basis, the following table has been prepared to indicate the possible number of veterans who might reasonably be expected to attend classes in trade and industrial education.

TABLE II. NUMBER OF VETERANS WHO MIGHT REASONABLY BE EXPECTED TO  
ATTEND VARIOUS CLASSES IN TRADE AND INDUSTRIAL EDUCATION ON A  
FULL-TIME AND PART-TIME BASIS

<i>Trade Class</i>	<i>Full Time</i>	<i>Part Time</i>	<i>Total</i>
Auto Mechanics	306	1,228	1,534
Machine Shop	290	1,160	1,450
Radio	234	934	1,168
Electricity	217	867	1,084
Diesel Mechanics	73	293	366
Welding	56	226	282
Aviation Mechanics	53	214	267
Drafting	34	134	168
Refrigeration	29	116	145
Others	234	934	1,168
<b>TOTAL</b>	<b>1,526</b>	<b>6,106</b>	<b>7,632</b>

The interests expressed in business education were divided among seventeen different occupations but six of these were the most significant. They are: salesmanship, typing, bookkeeping, shorthand, accounting, and business management. Using the same criteria as above the number of veterans who *might* reasonably be expected to attend various classes in business education have been computed and the results summarized in Table III.

The other occupational interests largely call for training on a college level and for that reason will not be discussed here. The extensive participation that is being done by the Denver public schools in the war training pro-

TABLE III. NUMBER OF VETERANS WHO MIGHT REASONABLY BE EXPECTED TO ATTEND VARIOUS CLASSES IN BUSINESS EDUCATION ON A FULL-TIME AND A PART-TIME BASIS

<i>Business Class</i>	<i>Full Time</i>	<i>Part Time</i>	<i>Total</i>
Salesmanship	200	804	1,004
Typing	151	602	753
Bookkeeping	144	575	719
Shorthand	54	214	268
Accounting	42	170	212
Business Management	27	107	134
Others	54	216	270
<b>TOTAL</b>	<b>672</b>	<b>2,688</b>	<b>3,360</b>

gram has pointed the way for the economical utilization of the resources available in meeting the educational needs of veterans. A comprehensive series of units has been developed which provides detailed breakdowns of the various skills and abilities which are necessary for the mastery of each specific occupational area. By means of tests, the progress already made toward the achievement of his goals by each veteran can be measured and he does not need to repeat the learning processes which he has already mastered. Adult education in Denver is highly individualized and each person is allowed to progress as rapidly as he is able toward the realization of his desires. There is no uncertainty as to where an individual stands in relationship to the accomplishment of his ambitions and the path ahead with all that it entails in individual effort is always clearly apparent.

All of the veterans interested in vocational training are not seeking completely new skills. In fact, forty per cent of the survey group indicated a desire for refresher courses. This indicates that there is in the veteran group a backlog of skills which can be made available to the community in a comparatively short time. Here again, the participation of the Emily Griffith Opportunity School in the war-training program provides the way for solving this problem. Short unit courses, designed to sharpen skills dulled through disuse, have already been prepared. From the beginning of the war-training program until May 1, 1945 eighteen thousand four hundred sixteen people through such courses sharpened skills they had previously had and made those skills contribute to the war effort. The organization of such training is still available and with slight changes in the subject content, the entire program can be put into operation quickly.

This phase of the veteran problem is considered to be on the secondary level since it is the belief of Denver school people that vocational guidance and training have a definite place in the secondary schools. However, there is one phase of high-school education which has not been discussed yet. That is the problem of high-school graduation.

Less than forty-three per cent of the veterans surveyed had been graduated from high school. This indicates that there is a large group whose needs probably include a program leading toward the acquisition of a high-school diploma. If employment conditions approach those of the thirties, it will be difficult for the former serviceman to attempt to substitute his veterans record for a high-school diploma. In the light of this fact it is interesting to note that only eighteen per cent of those not high-school graduates were interested in completing their high-school course. Why this is so is not entirely clear but it seems logical to assume that the maturing experiences of war have caused the veterans to feel that they would be out of place in the high school that they remember.

In Denver, plans have been made to meet just such a situation, not only for the veterans but also for all of those who may be interested in completing formal high-school requirements. The Evening Vocational High School has been designated as the institution which will attempt to meet this need. Here, through a careful program of evaluation, consisting of carefully prepared tests and well-planned and purposeful interviews, the educational value of vocational and other maturing experiences are appraised and high-school credit granted for them. In this way it is possible in many cases to shorten greatly the time in school required for the securing of the high-school diploma. At the same time graduation is based upon a comprehensive, meaningful, well-rounded experience rather than upon the mere accumulation of the required number of courses spread over a long period of years. Prior to the inauguration of this plan, the minimum length of time in which an individual could complete the entire four-year high-school program was sixteen years, going to school four nights a week for an hour and three fourths each night. Surely not a very encouraging prospect for a person who suddenly feels the need for the satisfaction that a high-school diploma will give him. At the present time, at least one year must be spent in the school but that is the irreducible minimum and most individuals would need a longer time. Every effort is being made to insure that the diploma granted by the Evening Vocational High School is not a gift but instead represents the achievement of a high degree of intellectual, vocational, civic, and personal competence.

The chief problem in connection with this part of the program for veterans is the evaluation of the educational value of experience gained in the Armed Forces. Opinions of veterans differ widely as to the educational value of such experience. As far as the author knows there is no satisfactory method of measuring this experience in terms of academic credit. It is possible that the tests prepared by the Armed Forces Institutes might be used as a guide for this process. At the present time, however, we are struggling with this and hoping to arrive at an equitable solution.

The large number of veterans who intend to live in Denver after the war will create a rather serious problem. It seems possible now that many will in-

evitably be disappointed in their attempts to find a livelihood here. The co-ordinators of the Emily Griffith Opportunity School will have a large responsibility in securing and making available the information necessary to guide these veterans into vocational activities that will be significant in the economy of Denver. The interests expressed by the veterans do not harmonize completely with the apparent postwar needs of the community.

One other approach to the solution of the veteran problem is through the use of the advisory committees which have been established at the Opportunity School. These committees consist of representatives of employing groups and employee groups who have agreed to meet with the school personnel and assist in the planning and the evaluation of the work done there in the area of their particular concern. Through these advisory committees much valuable information is gained as to the effectiveness of the educational program at the Opportunity School. At the same time the school personnel is enabled to keep abreast of the significant recent developments in the economic life of the city.

With the continuous planning and evaluation which is possible by the use of the teachers, co-ordinators, and the advisory committees, a meaningful and practical method of providing the needed educational experiences of veterans is being evolved.

#### PLACEMENT

As has been implied in the previous discussion, the placement of the veterans in suitable jobs will probably be the most difficult task of all. Recent experience as reported by the national office of the Selective Service indicates that not more than ten per cent of the veterans who have already been discharged have returned to the jobs they held before entering the Service. How many veterans will be entitled to their previous jobs is still a moot point and will require further court decisions for clarification. It is known, however, that many veterans will not have jobs to return to and many who do will not want to return to them. There will be many placement problems that we can now foresee and undoubtedly many others will arise as time goes on.

Placement in the Denver organization is also handled by the Occupational Adjustment Center. The counselor who has met the individual as he registered and who has helped him plan his training and other educational experiences, now also assists in the placement of that individual in a position which, as far as possible, offers promise of enabling him to be a useful and contented member of the community.

What the placement opportunities will be in Denver is not known. No one has yet been willing to hazard a guess. In order that the Occupational Adjustment Center may be up to date at all times though, the co-ordinators and advisory committees are constantly alert to report job opportunities. An excellent relationship has been established with employing groups which leads them to think of the Opportunity School when they need help.

A highly co-operative arrangement has also been developed with the United

States Employment Service office so that individuals enrolled in the Opportunity School may have the widest possible field in which to seek employment. During recent months, of course, most of the placements have been accomplished in co-operation with this office.

Several placement problems, more or less peculiar to veterans, need to be solved. One of these is the problem of the handicapped veteran. Such men are generally eligible for government assistance under the Vocational Rehabilitation Act and the Opportunity School is doing its share in the retraining necessary to enable such individuals to make the necessary vocational readjustments. However, much remains to be done to help the employing groups see where such people fit into the economic picture and to educate the other employees and the public to accept such individuals as important and contributing members of society. The advisory committees and the co-ordinators are co-operating fully in the solution of this problem.

Because of the intense interest in the returning veteran and his problems, there is danger that some may come to feel that there is a greatly enlarged responsibility on the part of the community for their welfare with a consequent loss of self-respect, initiative, and ambition on their part. To allow him to happen would be extremely unfortunate. One great placement problem will be to help such individuals to understand that they have a continuing responsibility toward the society for which they have already sacrificed so much. Postwar problems will be at least as pressing as war problems. At least an equal amount of interest and effort on the part of all citizens will be necessary for their solutions.

It is a matter of some concern that such a large number of veterans indicated a desire for part-time training rather than full-time. The present manpower shortage and the desire of the discharged serviceman to enter into civilian life as soon as possible undoubtedly is responsible for this. However, the number of veterans taking advantage of the so-called GI Bill and the Vocational Rehabilitation Act in Colorado is very much smaller than the number eligible. The danger here is that the length of time required to learn a new trade or to develop various new skills is so long when one is working on a part-time basis that it may result in veterans coming into the labor market after the peak of the demand for their skills has been passed. The consequent sense of frustration and inadequacy will not be wholesome for them and for the community. Plans are under way for helping the veteran to understand the opportunities which are his for securing the educational experiences he desires and in encouraging him to take full advantage of them.

#### OTHER CONSIDERATIONS

Many other factors are being considered and included in the planning which is being done for meeting the educational needs of veterans. Since three fifths of the veterans will be new to Denver and since only one fifth of



them will have ever attended the Denver public schools it is conceivable that there will be a lack of understanding as to what opportunities Denver offers in meeting the educational needs of its citizens. For this reason a rather extensive program of information about the educational opportunities for returning servicemen is being planned and will be continued for some period of time. It is a serious mistake to offer services and not take the steps necessary to informing those for whom such services would be most helpful.

Great care is being taken to see that the offerings of the various educational agencies in the region are complementary and not competitive. It is realized that the problems are so extensive and the facilities, at best, so limited that duplication and competition would be disastrous. The Adult Education Council of Denver offers an excellent medium for securing the finest kind of voluntary co-operation among all the agencies interested in education for adults.

Another matter of importance in planning for the educational experiences to be offered veterans is the prediction of the economic situation in the area. If jobs are plentiful and wages comparatively high, many veterans who might otherwise be vitally interested in improving themselves in one way or another will be lured away from school experiences with a consequent reduction in the number and size of the various classes. On the other hand, if economic conditions are somewhat tight and jobs somewhat scarce, it is reasonable to expect that the necessity for more marketable skills will result in a substantial increase in both the number and size of the adult classes in the schools. This condition could conceivably get so bad though that it would result in the emigration of many of the veterans who came to Denver because they had liked it while stationed here during the war. Such an emigration would, of course, reduce the number of potential veteran students and could consequently reduce the size and number of classes.

Such planning is a continuous affair. It is never complete but the Denver schools have made a start.

#### **Recommendations for Veterans' Education**

1. Since veterans' education is essentially adult education, the instructional programs, methods of teaching, and facilities should be adapted to the needs and experiences of veterans.

2. Since fully two-thirds of the veterans have had less than a high-school education, the principal need is for educational opportunities of the non-collegiate type. A majority of the veterans needing additional educational opportunities come from small communities and from areas where educational facilities are most meager. For that reason, education facilities should be made available through local school systems, state colleges, extension services of colleges and private educational institutions to meet the needs of veterans. Traditional types of curriculum and teaching methods will not be satisfactory and veterans must not be placed in classes with children and adolescents.—*Educational Programs for Veterans*; a report of the NEA work conference with special emphasis on non-collegiate education; February 26 to 28, 1945.



## Veterans Education in the Philadelphia Public Schools

WILLIAM E. BRUNTON

*Principal of the Edward Bok Vocational School and Director of Veterans Education*

EDWIN W. ADAMS

*Associate Superintendent of Schools, Philadelphia, Pennsylvania*

**F**OUR hundred and seventy-one veterans of World War II have returned to the Philadelphia Public Schools and they like it. They are satisfied because they find in the schools of Philadelphia programs especially arranged and adjusted to meet the needs of the individual veteran. Veterans are regarded as individuals who, with courage and sacrifice, have served their country. By their own choice they have decided to return to school in order that they may have better opportunities in a peacetime world. As they systematically prepared for Military Service, they now wish to prepare in the shortest possible time for future service to their families and dependents.

The veteran, by and large, has definite plans for his future. He has learned through his military experiences that there is no substitute for intelligent thinking, and that education is a means to this end. He has also observed, in a fast-moving war where all types of mechanisms played such an important part, that something was needed more than physical power to keep these mechanisms operating. The soldier who had spent even a short period in specialized military training, demonstrated in periods of emergency the value of the knowledge and skill he had acquired. Many of these men realize for the first time the value of education and are willing to pay the price which education demands. The veteran of World War II after his experiences in the specialized training courses in the Army will not want to be taught in the old-fashioned way. The process is too slow. He desires the same service in civilian education which he received in his military training; and he is given that type of service in the Philadelphia Public Schools.

Courses which ordinarily required three years for completion have been stream-lined from one to two and one half years. This has been made possible through the use of motion pictures, special mock-up panels, and other types of visual and auditory aids recently developed to simplify and step-up instruction. All instruction is planned to meet the individual's immediate need. Classes are limited to not less than eight nor more than fifteen students. Teachers are assigned on this basis. The teacher's responsibility in addition to class instruction, includes home and hospital visitation, personal and school advisement, recommendation for employment, and a periodic review of the veteran's work.

### NUMBER OF VETERANS ENROLLED

Of the 471 veterans who have enrolled from September 7, 1943 to July 31, 1945, in the Philadelphia Public Schools, 285 were assigned by the Veterans

Administration under Public Law No. 16 to the schools; 66 applied to the schools for instruction as provided under Public Law No. 346 (G.I.); 90 were enrolled in the Standard Evening High School; and 30 were enrolled in the senior high schools.

Veterans enrolled under Public Law No. 16 are referred by the Veterans Administration to the schools for training, leading to employment in a specific occupation. These veterans are not permitted to change their occupations unless approved by the Veterans Administration. Even though they are eligible for 48 months of education most of them choose occupations requiring much less time for completion. All of these veterans have been declared to have a disability greater than ten per cent. They have been discharged from Military Service because they were considered unfit to be continued in their assignments. Some have been wounded; others have had malaria, rheumatic fever, stomach ulcers, or battle fatigue; while others have had severe nervous shocks. Our records show that these men deeply appreciate anything done for them. As a whole they are the same as any other civilian; they do their own thinking, and they respond to reasonable requests. They are willing to work hard to reach their goals. They are good at heart. They have the spirit of wanting to give their time and talents to help their comrades.

Veterans enrolled under Public Law No. 346 have ten per cent disability or less. Four of the sixty-six men to enroll received their military discharge under the "point system". The remainder have minor disabilities. These men are permitted to choose their own school, course, and occupation. Even though these veterans are permitted to change their course as often as they desire, very few have taken advantage of this privilege.

Veterans enrolled in the Standard Evening High School are employed during the day and attend school two to four evenings a week. These veterans are placed in classes with the regular standard evening high-school students. Veterans enrolled in the regular high schools are those under twenty-one years of age who have returned to their former high schools to complete their school work. These veterans are enrolled in regular day-school classes and do not receive educational benefits provided for veterans.

#### PLANNING AND DEVELOPING THE PROGRAM

The Veterans Education Program as carried on in the Philadelphia Public Schools has been carefully planned and proved. The public school officials of Philadelphia were among the first in the nation to give consideration to this important matter. The Superintendent of Schools of Philadelphia, Dr. Alexander J. Stodard, early in the development of the program, assigned a member of his staff the full responsibility as the director of Veterans Education and reports directly to the associate superintendent of schools.

In addition to making arrangements for contracts, enrolling veterans in schools, locating housing facilities, preparing requests for supplies, employing of personnel, and accounting for expenditures and receipts, the director of

Veterans' Education replies to all correspondence received by the school district for information regarding veterans' educational benefits. Many of these inquiries are being received from young men and women now serving in the Armed Forces. The placing of the responsibility for replying to inquiries either through correspondence, telephone, or personal visits in one office has made it possible for the individual to receive the information desired without being referred to other persons or departments.

At the request of Dr. Stoddard, the Executive Committee of the War Production Training Program for the schools selected one of its members, Mr. Harry Block, President of the International Council of C.I.O., Philadelphia, to serve as chairman of a committee to make recommendations for the readjustment to civilian life of the demobilized servicemen. The committee's plan was accepted on December 2, 1942. The chairman of the committee was invited to present this plan to many groups of interested persons, including representatives of several organizations with headquarters in the District of Columbia. The report of the committee was adopted unanimously by Labor (C.I.O. and A. F. of L.), Industry, and the schools. During the year 1942 the school officials were kept informed regarding pending legislation for veterans.

Prior to the approval of Public Law No. 16, the Philadelphia school officials had been in communication with Mr. Harry J. Crosson, manager of veterans' affairs for the Philadelphia area. Through his co-operation and desire to make it possible for veterans of World War II to receive the advantages of public school service, arrangements were made to have the School District of Philadelphia present a contract to the Veterans Administration for the education of veterans. This contract was approved August 23, 1943. It was the first contract approved by the Veterans Administration for the education of veterans in the public schools. This and subsequent contracts which remain in force until the 30th of each June indicate a charge for the tuition, special tools, supplies and other items.

#### COURSES OFFERED

For the school year 1945-46, forty-three different courses have been prepared especially to meet the needs of the veteran. Although there are instances where courses are given the same titles as those provided for the regular day pupils, the course content and arrangements for instruction are adapted to meet the needs of the veteran. The following courses are being offered:

Auto Body and Fender Straightening	Drafting, Mechanical
Automotive Maintenance	Electrical (Appliance and Repair)
Beauty Culture	Electrical (Construction and Repair)
Cabinetmaking	Electrical (Radio Repair)
Carpentry	Industrial Chemistry
Commercial Art	Interior Decoration
Dental Mechanic	Machinshop Practice
Drafting, Architectural	Music, Instrumental

Optical Mechanics	Tailoring
Painting and Decorating	Technical Industrial Chemistry
Patternmaking	Technical Machine Design
Photography (Basic)	Technical Metal Manufacturing
Photography (Basic and Portrait)	Technical Refrigeration and
Photography (Basic, Illustrative)	Air Conditioning
Photography (Basic, Illustrative, Portrait)	Technical Structural Design
Plumbing	Upholstery
Printing (Hand Composition)	Watch Repair and Engraving
Printing (Job Shop)	Welding
Printing (Linotype Operation)	Accelerated High-School Diploma
Printing (Presswork)	Commercial
Refrigeration (Maintenance and Repair)	Distributive
Sheet Metal (Industrial)	Industrial Manufacturing Operations

The time required to complete a course varies from one to two and a half years, depending upon the veteran's previous experience, ability, and interest. All instruction is arranged in units, each requiring from four to twelve weeks for completion, the purpose being to permit the veteran to interrupt his training to take care of personal needs such as sick leave, hospitalization, or temporary employment.

All veterans except those enrolled in the Standard Evening High School or in regular day-school classes, attend school six hours a day, five days a week, between the hours of 8:30 A. M. and 3:30 P. M. Approximately seventy-five per cent of the time is given to practical shopwork and the remainder to general education. General education is associated with the veteran's future needs. English is not taught in the usual way. In fact the subject is not listed on the veteran's roster as English but rather as Shop Reports. Likewise, social studies, history, and economics are not listed or taught under such headings, but rather under the title Materials of Industry.

The trainee is assigned to the gymnasium three hours a week. The gymnasium work consists mostly of playing games. The veterans, especially those with injuries and amputations, look forward to this assignment. In order not to embarrass the trainee by making his assignment too difficult, and at the same time to make it possible for him to accomplish his assignments, all instruction is arranged on several levels. Each veteran is assigned to the group in which he can do his best work.

#### CLASS SCHEDULING

On September 7, 1943, the first veteran was assigned to education under Public Law No. 16. He was enrolled in a machine shop course and assigned to class with the regular full-time pupils in the Bok Vocational School. He proved very capable. He gave the school no trouble nor did he feel in any way embarrassed in attending school with regular day-school boys and girls.

In the beginning it was necessary to infiltrate the veterans into regular day or war-production training classes. Even though the veteran has received

monthly subsistence through the Veterans Administration while attending school, and has been infiltrated into regular classes, the schools do not make any charge to the Veterans Administration for service provided while he is assigned to regular classes. The first segregated class for veterans was established in March, 1944, when seven veterans who had been enrolled in the electrical course were assigned to the first full-time teacher of Veterans Education. The number of veterans applying for admission to the schools has been gradual and in orderly progression; approximately thirty-five veterans have been enrolled each month. At present there are 214 veterans enrolled in segregated classes in twenty-two different courses. They are assigned to three vocational schools and one senior high school. Two veterans were awarded diplomas on July 1, 1945, after having completed their courses of instruction—one in Beauty Culture, the other in Upholstery. Both men have been offered positions with prospects for future advancement. At present there are twenty-one full-time teachers of Veterans Education. Additional teachers are added when eight veterans are enrolled in a course. Former teachers with military experience are given preference of employment for instructors of veterans education.

#### TYPES OF INSTRUCTION

The forty-three courses are arranged to accommodate all veterans for education of less than college grade. There are four phases of instruction.

The first phase of instruction is arranged for those who wish to prepare for semi-skilled occupations. Such persons are accepted for training in single or multiple machine operations. They may remain in school from three months to a year. The object of this instruction is to prepare the veteran to become a proficient single machine operator. The major portion of the school time is given to shop practice, the trainee being required to become skilled in the production of single items. Little time is given to formal classroom instruction. The shop instructor teaches mathematics, shop reports, and blue-print reading.

The second phase of instruction is for those who wish to become skilled mechanics in such occupations as auto mechanics, photography, radio repair, refrigeration, and the like. These courses require from two to two and one-half years. Sixty per cent of the time is spent in shopwork and the remainder in associated instruction. The schools, as far as possible, aim to provide experiences which parallel industry. They do not, however, guarantee to turn out a full-fledged mechanic, since it is believed that there is no substitute for the actual industrial experience.

The third phase of instruction is of a technical nature and is provided for veterans who are high-school graduates or have had equivalent education. These courses require approximately two years for completion. Veterans completing a technical course in refrigeration, drafting, machine design, or industrial chemistry should experience no difficulty in obtaining employment as assistants to a professional employee. The major portion of the time is given to classroom and laboratory instruction. Shopwork is considered an associated

subject. The trainee is not required to become skilled in the operation of hand and power-driven machine tools; he is, however, required to understand their operation and use. Wherever possible the content of the technical course is adjusted to serve the individual in the type of employment he plans to enter.

The fourth phase of instruction is the accelerated high-school diploma program. This work is given in the Benjamin Franklin High School. Veterans may enroll in this school at any time during the school year. Instruction is provided over a six-hour day. Class size is limited to fifteen. The veteran is permitted to obtain his high-school diploma as rapidly as he is capable of passing the subjects required for graduation. He is given credit for his military experience and for special courses completed while in the Armed Forces provided such credit will not interfere with his post-high-school education. If he has previously attended a Philadelphia high school he may transfer his credits earned in the accelerated high-school course to his former high school and receive a diploma from his original high school. This program provides educational counseling and special tutoring services.

Prior to starting the accelerated high-school course the trainee is required to present in writing a statement of the use which he plans to make of his high-school diploma. If his plans call for admission to college he is required to indicate the college to which he plans to apply for admission and the course in which he is interested. With this information on hand the counselor makes an appraisal of the credit for educational experiences which can be allowed the applicant, and plans for the subjects which he will require for high-school graduation in order that he may be admitted to college.

In addition to preparation for college, many veterans are working toward a standard high-school diploma in order that they may have the satisfaction of graduation from high school. There are others who are high-school graduates and have been admitted to college, who use this program as a refresher course in high-school subjects prior to entering college. The course not only serves as a refresher course for the young man who may have been graduated from high school several years ago, but it also aids him in becoming adjusted to civilian life and study habits before he starts college life.

The consensus of opinion of principals, teachers, and others who have been working in the field of veterans education over the past two years seems to be that the veterans' needs can best be met in classes arranged especially for veterans. The maturity of the veteran, regardless of age and desire to obtain his education as quickly as possible, makes it desirable that he be provided special instruction with others who have had similar experiences.

Further to accommodate veterans the School District of Philadelphia provides special courses in the late afternoon and evening. These courses operate three hours a day, three days a week, and include the same material as provided in the regular day courses. As in the day program, classes are limited to fifteen veterans. This service makes it possible for a veteran to hold a full-



time job during the day and complete his high-school education in the evening. The veteran may receive a subsistence allowance through the Veterans Administration for the time he spends in school.

#### PROCEDURES FOR ENROLLMENT

Every precaution is taken to eliminate the so-called "run around" for the veteran. Effort is made to see that each veteran is given individual and personal attention. He is made to feel that he is important and that everything possible is being done to assist him. If a veteran is referred from one office to another or to a school, a definite appointment is made for him in his presence by telephone and a letter of introduction is given to him. The procedure for enrollment is made simple. There are the three steps:

1. The veteran takes his discharge papers to the Veterans Administration and files an application for veterans' educational benefits. If he has ten per cent or more disability the Veterans Administration assigns him to their Veterans Examination Center where he receives testing and counseling services. A veteran having more than ten per cent disability receives notice from the Veterans Administration to report to the schools for education leading to a specific trade or occupation. A veteran with less than ten per cent disability is given a letter which indicates the number of years, months, and days to which he is entitled to education. In either case this letter is referred to as the "Letter of Eligibility".

2. Upon receipt of a "Letter of Eligibility" the veteran calls upon the director of Veterans Education for the school district. The director may refer the veteran directly to school for placement if in his judgment such action is for the best interest of the veteran. Veterans who have not had the advantage of testing and counseling service as provided by the Veterans Administration, and who are not able to decide upon the type of instruction which will best meet their needs, are referred to the Philadelphia Acceptance Center. This Center is provided by the School District of Philadelphia to give testing and counseling service to persons requiring this type of service. Upon receipt of a report from this Center the veteran is assigned to class. In either case the veteran is given a letter to the school official. This is known as a "Letter of Introduction".

3. He takes his "Letter of Introduction" to the school to which he has been assigned and immediately is placed in class. Veterans are admitted to class any school day through the school year. They remain in school only as long as is necessary to complete successfully the required courses. The attendance records, grades, and receipts for materials received by the veterans are sent by the several schools providing special veterans' education, at the close of each month to the central administrative office. This office is responsible for the preparation of bills for services provided. With but few exceptions all arrangements for the conduct of veterans education are arranged for by the director of Veterans Education of the school district and representatives of the Veterans Administration.



## The Kansas City Educational Program

O. H. DAY

*Director of Vocational Education, Public Schools, Kansas City, Missouri*

ON their way home are GI Joes and Janes. They have been coming home for some time in relatively small numbers but now the stream is increasing in volume and seems likely to reach flood stage reasonably soon. This means that not thousands but hundreds of thousands of the choice young men and women of America will soon be laying aside the habiliments of war to don the common garb of civilian life. All of these young people will have many adjustments to make from service life to civilian life. For many it will mean entering regular employment for the first time; for many others, an adjustment to a new job. Still others will want to pick up their educational program and extend it. A sad part of the picture will be that great group who will come home handicapped by wounds or other war experience.

### PLANNING THE PROGRAM

As we contemplate the training of our returning service veterans, two major groups are recognized—namely, the veterans who are handicapped by war wounds or illness and those who will be mustered out of the Service as military needs are diminished. The two groups have many problems in common. Yet they must be studied separately, largely because of a difference in mental outlook. The disabled veteran has a newly acquired physical handicap which must be overcome and all too frequently an accompanying mental or psychological disturbance which time and understanding treatment alone will cure. Large numbers of the handicapped veterans are placed on pension and sometimes it is quite a task to keep them from settling back on this meager financial allowance and being content rather than to put forth the necessary effort to overcome or at least to minimize their handicaps and make a satisfactory adjustment to civilian life.

On the other hand, the veteran who is mustered out of the Service without a serious handicap is usually quite anxious to adjust himself to normal living so that he wants to prepare himself for occupational competency in some desirable field in order that he may re-establish himself with his family in civilian life. In this field, many lessons can be learned from experiences following World War I. During that war and the period which followed, the public schools were not called upon to accept as much responsibility as in World War II and as is indicated for the period following the close of this war. During World War II, the public schools have been charged with and have carried on with outstanding success a very extensive war-training program and have successfully demonstrated their ability to do training on a large scale. It seems reasonable, therefore, to assume that much responsibility for retraining of veterans will be given to the public schools of the country. Anticipating such a responsibility, the following rather general thoughts present themselves as

the public school officials of Kansas City, Missouri, set themselves to the task of planning a program of education and training for the returning veteran.

1. The returning veteran will essentially be an adult. Therefore, he should be dealt with educationally on that basis.

2. The veteran must be trained at his level and to fit his peculiar needs. This means that a thorough job of diagnostic and prognostic testing must be done constantly. While it is true that the Veterans Administration will carry on a testing program for the benefit of the veteran, this will not relieve the public schools of their responsibility in the area because the two points of view are somewhat at variance. It will doubtless be found in this war as in World War I that many of the veterans will have erroneous ideas about the training which will be best suited to their individual abilities, aptitudes, and needs. It is not the function of the public schools' educational program to force any type of training on the veteran. It is, however, their function to counsel with the veteran with enough skill and understanding to lead him to wise decisions and thus minimize unfortunate adjustments.

Perhaps one example will serve to illustrate this point. Not long ago a veteran presented himself for training and indicated that he wanted training in shorthand and typing preparatory to clerical work. A brief examination of his history revealed very little academic background and a low ability in tool subjects. Observation revealed a pair of hands no fingers of which would press a typewriter key without coming in contact with one of the keys on either side of it. Somewhere this individual had apparently been given some unwise counsel. Perhaps no phase of the veterans training program will be more important than testing and counseling.

3. Since there will be such a wide variance of interests, aptitudes, and abilities among veterans it seems almost a truism to say that the instruction should be largely given on an individual basis. It will be nearly impossible to get together homogeneous-ability groups in any one educational field.

4. It seems unwise to place the returned veteran in classes with the so-called "regular" day-school student. This is true both from the standpoint of the veteran's welfare and the welfare of the younger student. Veterans will have had experiences which we hope will be minimized among our youth. The current group of high-school students should be encouraged to live as nearly a normal life as possible without being subjected to the wartime memories of veterans. Likewise the veteran, being more mature, should be able to progress more rapidly than the average high-school student and should be given this opportunity.

5. The veteran should be trained in relatively short-term terminal courses if we are to benefit by the experience gained in the War Production Training Program. We know now that training for many occupations especially in the semi-skilled group can be completed in a much shorter period of time than was felt possible before the war.

6. It seems evident that for many veterans wishing to prepare for entrance into a new occupation the training must be largely for specific goals. It is true that many will want to pursue a general educational course but adequate opportunities must be made available for all.

7. As a corollary to point six, care must be taken to avoid situations in which the veteran accepts the training for purposes of temporary economic relief or security only. This will be especially true if the country enters a period of large unemployment or temporary economic depression. Unfortunately, at the close of World War I we developed an expression which we quote — "Let's get on the gravy train". The serious implications of this philosophy are evident and certainly should be avoided in our present plan.

8. In giving occupational training to the returning veteran it must be for real jobs and must be done by methods which will produce a salable occupational competency. Pseudo jobs and pseudo job training should be avoided. This is one lesson learned thoroughly from the War Production Training Program.

9. For those veterans who wish a short training period in order that they may enter employment as quickly as possible, the training should be reduced to essentials. We must be sure that these essentials are included. Desirable related instructional material can be added if time permits, but the first responsibility is to assure occupational competency.

10. Adequate and just methods of evaluating the veteran's service training in terms of school credits must be developed and accepted. It is the recommendation of the Work Conference held in Washington, D. C., February 26 to 28, 1945 and sponsored by the National Education Association that the procedure recommended by the Armed Forces Institute be uniformly adopted.

#### THREE AREAS RECOGNIZED

In this stage of the program no one can predict with even reasonable accuracy the final extent of the veterans' training program, nor the rate at which it will be developed, but it behooves school administrators and teachers to do some careful thinking and planning in advance so that effective philosophy, techniques, and plans will be ready when the load comes.

In planning the program of veterans' training in the Kansas City, Missouri, Public Schools based on the thoughts outlined above, three principal areas have been recognized.

1. Veterans who wish to continue their standard high-school program and earn a high-school diploma.

2. Veterans who wish specific vocational training of less than college grade.

3. Veterans who wish to pursue college work on a junior college level.

Obviously, no special course plan was necessary for the group wishing to pursue standard high-school work. For the other two groups, course outlines have been assembled with the thought that each course should be terminal and should be as directly related as possible to the description of the occupa-

tion for which the training is being given as set forth in the *Dictionary of Occupational Titles*. Growing out of this idea, twenty-three junior college course outlines and twenty-six trade course outlines were developed. The specifications on the group of trade courses include the code number and digest of the description of the occupation taken from the *Dictionary of Occupational Titles*. In each case, the training is described and the subjects indicated which are included under each occupational heading. These course outlines have been duplicated and made available to veterans, school officials, the Veterans Administration, or anyone else interested in the development of the program. The plan has proved most helpful because it gives all interested people something definite with which to work. Samples of each type of course outline follow.

## JUNIOR COLLEGE

### TRAINING FOR SERVICE VETERANS—JUNIOR COLLEGE LEVEL

#### *Junior Aeronautical Engineer*

##### I. Job Description

It is believed that a two-year curriculum will provide adequate basic preparation for many types of subordinate jobs in the aeronautical field. The following arrangement of courses is offered for this purpose. It is based on the assumption that the student has had one year of algebra and one of plane geometry in high school.

##### II. Course Description

###### A. Occupational Courses:

1. Drafting (1, 2, 3, 7, and 27) .....	13 sem. hours
2. Mathematics (1, 2, 6, and 10) .....	14 sem. hours
3. Chemistry (1 or 2) .....	5 sem. hours
4. Physics (4 and 5) .....	10 sem. hours
5. Aircraft Materials, (23) .....	2 sem. hours
Total .....	44 sem. hours

###### B. Related Courses:

1. Meteorology, (7) .....	3 sem. hours
2. Navigation, (9) .....	2 sem. hours
3. Economics, (22) .....	5 sem. hours
4. Metal Work, (4) .....	3 sem. hours
Total .....	13 sem. hours

###### C. Allied Course:

English (1 and 2 or 3 and 4) .....	6 sem. hours
------------------------------------	--------------

For a detailed description of the above courses see the Junior College Catalogue. Numbers refer to course numbers. Basic high-school work will alter the above requirements and enable the student to proceed further in certain areas or substitute other appropriate courses for some of those indicated above. If the student pursues this curriculum successfully for two years, he will receive the degree of Associate in Arts.

## TRAINING FOR SERVICE VETERANS — VOCATIONAL EDUCATION

*Auto Mechanic***I. Occupational Description**

Auto Mechanic, 5-81.010. Repairs passenger automobiles and light delivery trucks performing such duties as disassembling and overhauling engines, transmissions and other assemblies on the automobile, and replacing worn or broken parts.

**II. Prerequisites**

1. Must have use of both hands
2. Must be capable of lifting heavy objects
3. Must be capable of crawling under automobiles and working in cramped positions
4. Should be able to read and write reasonably well

**III. Allocation of Training Time**

1. Total training time, 1200 hours
2. Direct occupational training, 800 hours
3. Allied training time, 400 hours

**IV. Subject Description**

1. Shop practice, 800 hours:

Training in the fundamental skills and knowledge of inspection, disassembly and reassembly of various types of automotive vehicles. This requires a knowledge of the working principles of the various units comprising the average automobile. He must know the principles of internal-combustion-engine operation including the various strokes of the cycle, principles of carburetion, and the entire electrical system. He must also learn how to use the modern diagnostic instruments and equipment of the modern automobile service shop.

2. Allied Subjects:

- a. Industrial science, 200 hours

This is a combination of the study of physics and chemistry as applied to industry, particularly in the automotive fields. It will include a study of volatility of petroleum products, the viscosity of various oils and greases, principles of levers and machines, and similar allied scientific material.

- b. Human Relations, 100 hours

A study of the elementary principles of sociology, economics, and social living as a means of helping the individual to live harmoniously in an urban society.

- c. Business English, 100 hours

This is a refresher course in the tool phases of English in which the effort will be made to teach the individual how to read, speak, and write everyday English successfully.

## INFORMING THE VETERAN

The over-all supervision and direction of the veterans training program was placed in the Department of Vocational Education with each individual school unit being held responsible for its part. It was found most desirable from the beginning to work in close co-operation with the Veterans Administration because in this way the path of the returning veteran, which is difficult enough at best, is greatly simplified. By so doing his natural confusion can be

minimized. A relatively simple bulletin was prepared for the use of school people, the Veterans Administration, and veterans. The bulletin includes answers to common questions under both Public Law No. 346 (The GI Bill of Rights) and Public Law No. 16 (Veterans Rehabilitation Act). There is also included a set of directions for enrolling veterans and for securing the necessary instructional material for the veterans. The content of this bulletin follows.

#### VETERANS TRAINING PROGRAM, FEBRUARY, 1945

##### Analyzing the Laws

Question	Any veteran subject to Public Law No. 16 — 78th Congress (DISABLED VETERANS)	Any veteran subject to Public Law No. 346—78th Congress (GI BILL OF RIGHTS)
1. Under what laws are veterans eligible for training?	Public Law No. 16, 78th Congress.	Public Law No. 346, 78th Congress
2. Who is eligible for training?	Any veteran discharged under conditions other than dishonorable with at least 10% service-connected disability who has been returned as having a vocational handicap and who served after September 16, 1940 and prior to the termination of the present war.	Any veteran discharged under conditions other than dishonorable, who has served 90 days or more after September 16, 1940 and prior to termination of the present war or who was discharged because of service-connected disability.
3. How much schooling or training may a veteran get at government expense?	Not to exceed four years.	If under 25 at time of enlistment, one year plus the length of his service period provided the first year's training is satisfactory. If over 25 at time of enlistment, one year only, unless he can demonstrate his education was interrupted or interfered with by his Service. Maximum four years.
4. When must training be initiated?	Any time before the close of the sixth year after the termination of the present war.	Within two years after discharge from the Service or within two years after termination of the present war (whichever date is later).
5. When must training be completed?	Within six years after the termination of the present war.	Within seven years of the termination of the present war.

Question	<i>Any veteran subject to Public Law No. 16—78th Congress (DISABLED VETERANS)</i>	<i>Any veteran subject to Public Law No. 346—78th Congress (GI BILL OF RIGHTS)</i>
6. What maximum training costs will the government assume?	Tuition and instructional materials, cost not to exceed \$500 for an ordinary school year.	Tuition and instructional materials, cost not to exceed \$500 for an ordinary school year.
7. What fees does the Board of Education collect from the Veterans Administration?	1. Regular tuition charges. 2. Actual cost to the school district of instructional fees, laboratory fees, subject fees, textbooks, supplies and equipment of the same variety, quality, and amount required by the school to be provided by or for other students pursuing the same or comparable courses.	1. Regular tuition charges. 2. Actual cost to the school district of instructional fees, laboratory fees, subject fees, textbooks, supplies and equipment, of the same variety, quality, and amount required by the school to be provided by or for other students pursuing the same or comparable courses.
8. What kind of courses may the trainee take?	Any suitable course which has as its objective rendering the trainee occupationally competent.	The trainee may select his own course at any educational or training institution which will accept him as qualified to enroll provided the institution is on the list of approved schools.
9. Should the veteran be assigned in regularly organized classes?	In so far as it is advisable according to standard school practice.	In so far as it is advisable according to standard school practice.
10. Do we have a counseling function?	Most of the counseling of the disabled veteran is done at the Separation Center or by the Veterans Administration. However, we need to assist them in making their adjustment to their new situation.	Definitely yes. This will apply particularly to older veterans who wish to complete their high-school work. It is probably undesirable to put an older veteran in regular high-school classes. In many cases they should be counseled to take work on a junior college level and if this work is done satisfactorily high-school credit should be arranged.
11. John Doe has not completed his high-school work and wants	Yes, as long as he gets his application filed and his training completed within the pre-	Yes, as long as he gets his application filed and his training completed within the pre-



Question	<i>Any veteran subject to Public Law No. 16—78th Congress (DISABLED VETERANS)</i>	<i>Any veteran subject to Public Law No. 346—78th Congress (GI BILL OF RIGHTS)</i>
to go to college. May he take his high-school work on his own expense and then apply for Government aid for college training?	scribed time limits indicated in questions 4 and 5 above, provided he is still drawing a pension and is still rated as having a vocational handicap requiring training.	scribed time limits indicated in questions 4 and 5 above.
12. How much subsistence allowance may the veteran draw while in training?	His pension will be increased to \$92.00 per month if he is single; to \$103.50 per month if married with \$5.75 per month for each dependent child and \$11.50 per month for each dependent parent.	If single, \$50.00 per month. If he has dependents, \$75.00 per month.

### *Enrolling a Veteran Trainee*

The following is a summary of the procedure for handling the cases of veterans who come for training from the Veterans Administration.

STEP 1. In case the veteran comes to your school before he contacts the Veterans Administration it is desirable that you shall counsel with him in an effort to find the courses suitable for him to take. He should then be directed to the Veterans Administration offices in the Board of Trade Building. *In no case should you start him in classes, if he wishes to avail himself of the benefits of either law, until after he has cleared with the Veterans Administration and with our office.*

STEP 2. The Veterans Administration will make the necessary records and will pass him through their office.

STEP 3. The veteran will then be sent to the office of the Department of Vocational Education with a letter of authorization to begin training.

STEP 4. That office will check the papers of the man and fill the *Authorization to Enroll* card, a copy of which follows on the next page.

STEP 5. The veteran will then be sent to the school with three copies of the *Authorization to Enroll* card.

STEP 6. He should be enrolled in the regular manner and at the same time the school principal should fill out the three copies of the *Authorization to Enroll*. The principal should fill the date of enrollment, the length of the training period, and the date of starting training. Indicate in the space at the bottom of the card whether the trainee will attend school full time or part time. If less than full time, give the number of hours of daily school attendance or the semester hours being taken. Use reverse side of card if necessary.

STEP 7. Return the original and duplicate copies to the office of the Department of Vocational Education and retain the third copy in your files.

STEP 8. At the close of each four week period you will send two copies of the Veterans Training Record (Form 1905d) on each veteran in your school under the Veterans Training Program to the Department of Vocational Education.

Name .....	Case No. ....
K. C. Address .....	Date of Birth .....
Address of Parents .....	
Training Course Desired .....	
Assigned to .....	
Approval to enroll .....	Date .....
Director of Vocational Education	
Enrolled by .....	Date .....
Dean, Principal	
Length of Training Period .....	Months, Starting .....
Record to Business Office .....	194 .....
Fee \$ .....	per month
Training Terminated .....	194 .....
This trainee will attend school: Full Time <input type="checkbox"/> Half Time <input type="checkbox"/>	
VETERANS TRAINING PROGRAM, PUBLIC SCHOOLS, KANSAS CITY, MO.	
DEPARTMENT OF VOCATIONAL EDUCATION	
Return this copy to Department of Vocational Education.	

### *Securing Instructional Equipment and Supplies*

1. Under the terms of the contract entered into by the School District of Kansas City, Missouri, and the Veterans Administration, the Board of Education will furnish to the trainee all necessary textbooks, laboratory fees, subject fees, instructional equipment, and supplies regularly provided by or for other students pursuing the same or comparable courses. The school district will be reimbursed by the Veterans Administration for the actual cost of such items.

2. To secure the necessary instructional supplies and equipment the school shall fill a regular requisition form signed by the principal or dean and send this requisition to the office of the Department of Vocational Education. NOTE: If any item of this requisition is to be bought from some particular dealer, this must be noted on the requisition.

3. The material will be ordered at the earliest possible moment for delivery to the school in care of the principal.

4. When the material arrives it should be given to the trainee and a receipt therefor should be obtained.

5. Every effort should be made to get the list of needed supplies very soon after the veteran enrolls.

#### FOUR DIFFICULTIES

It is very desirable that the veteran shall be handled quickly, effectively, and understandingly. He tends to be confused as he presents himself for training so that it seems urgently necessary that in his dealings with the public schools this confusion shall be minimized. Naturally some difficulties have been encountered in initiating the program, all of which can be overcome by

careful administration and close co-operation. Among these difficulties perhaps four stand out most prominently.

1. The veteran experiences some difficulty in adjusting himself to a learning situation.

2. It is frequently difficult to convince the veteran of the necessity of regular attendance. He has been under rigid discipline so long that when he finds these controls withdrawn it seems natural for him to want to take life easy.

3. It is frequently difficult to create an atmosphere in the school so that the veteran will not feel he is a "special student".

4. With easy employment and high wages beckoning on every hand it is easy for the veteran to minimize the value of further education and training.

#### THE SPECIAL SCHOOL

In a city school system where the load of returning veterans training will doubtless become quite heavy, it seems evident that it will become desirable to establish a special school set up for veterans, outside the regular or orthodox schools, where some of the following conditions can be met without disrupting the regular school organization.

1. A school in which the veteran may enroll and begin his work at any time regardless of the normal school calendar.

2. An organization in which a large amount of individual instruction will be possible, thus enabling the veteran to proceed at his own rate, regardless of the speed of other members of any group.

3. An organization in which the educational needs of the veteran can be met without too much regard for prerequisites or formal requirements for graduation. Perhaps formal grading should be eliminated and the standard of "Satisfactory" or "Unsatisfactory" work adhered to.

4. An organization in which the veteran will have the benefits of a testing and counseling program geared to his peculiar needs and situations.

5. An organization in which employment will be one goal and in which close relationships will be maintained between the educational institution and the business and industrial life of the community.

Obviously, the instructional staff of this proposed school will need to be carefully selected on standards at some variance with regular school standards. Once selected, the instructors would need special training to prepare them for the increased *tempo* of the work. Such a school will doubtless be relatively high in instructional costs and the Veterans Administration should co-operate with the local school district in meeting this expense.

G. I. Joes and Janes are coming home. The Kansas City, Missouri, Public Schools acknowledge a very great debt of gratitude and pledge their best efforts to helping them find and secure a normal place in the community life.

## Veteran Training

C. J. GOING

*Assistant Superintendent of Schools, Birmingham, Alabama*

**A**LL Birmingham high schools permit returning veterans to enroll for regular academic courses as outlined in our course of study. We have a number of these men already in our secondary schools. We are also planning to grant permission for veterans to take *special work* in any of the city high schools. This work is outlined for the applicant after careful planning and consultation between the high-school adviser and the veteran. Most of the returning veterans are endeavoring to make the required number of units necessary for college entrance rather than for graduation from high school.

In our vocational school the returning veteran has the privilege of taking any of the trade courses that we offer—printing, salesmanship, lunchroom management, machine shop, radio, commercial art, electricity, etc. These are two-year courses and may permit the student to work part-time on a job related to the course. Whereas, the regular vocational student is required to take high-school mathematics and English, two periods of related work and one-half day of shop, the veteran may take only the related work and the shop unless he wants to take the other subjects for high-school credit. Even before the national defense training classes were discontinued, a number of veterans had returned and enrolled in these classes. Some of them were employed by the local airplane modification plant and sent to the school for supplementary training. Rather naturally, therefore, some of these classes were continued with Trade and Industry vocational funds. A splendid class in air conditioning and refrigeration continues to operate. Another class of this kind, though not as popular, is designed for electricians and radio mechanics. A certificate, but not a diploma, is presented at the end of the course.

We also have a plan for On-The-Job Training which is administered in co-operation with our vocational school and the State Department of Vocational Education. It is first necessary for a business or industry to be approved as a training agency. This request for approval as an On-The-Job Training Agency may originate with the business or industry writing to the local superintendent of schools, the state superintendent of education, or the veteran's bureau; or, the local United States Employment Service may request the vocational department to visit the industry and make the proper recommendation. The request for a recommendation comes to the vocational department of the local school system from one of these sources and a visit is made to the place of business. The blank below is filled out during the interview and signed by the authorized person representing the industry. A copy is also made to be left with the company. It is our practice to sign this copy with the name of the person representing the schools who made the visit. From this survey a form is filled out to be signed by the local superintendent of schools.

The following are two forms used in connection with the program. The first form is one to be filled in by the visitor and signed by the industry's representative while the second form provides a record of the worker's history.

STATE DEPARTMENT OF EDUCATION, MONTGOMERY, ALABAMA  
APPLICATION FOR APPROVAL AS TRAINING AGENCY FOR EX-  
SERVICE MEN AND WOMEN

1. Name of Organization.....
2. Address .....
3. Type of Business.....
4. Person to be responsible for training program.....
5. Title .....
6. Type of training available.....  
(If more than one type of training in same organization use additional blank for each type, or separate sheet)
7. Number of regular workers employed in this type of work.....
8. Total number of Training Stations available.....
9. Number of D. O. and Rehabs. trainees now in training.....
10. Net number of Training Stations now available.....
11. Do you agree to install and maintain adequate safety devices.....
12. Do you agree to maintain adequate sanitary facilities.....
13. Will you co-operate in setting up and using Progression Charts.....
14. Will you encourage and assist in giving related information instruction .....
15. Will Training Agency agree to and assist in setting up reasonable maximum and minimum time limits on each Job Station.....  
(i.e. Drill Press, Lathe, Shaper, etc.)
16. Will Training Agency welcome inspection at reasonable intervals...
17. Will Training Agency designate some Supervisor or Journeyman worker as adviser or sponsor for each Trainee.....  
Name of Sponsor .....
18. How long has said sponsor been employed in this occupation.....
19. Sponsors Education (1,2,3,4,5,6,7,8) (1,2,3,4) (1,2,3,4)  
Elem. or Grade High College Other
20. Has Sponsor had J. I. T. or any other Teacher Training.....
21. Will Sponsor take T. T. course if made available with a minimum of 10 hrs. ....
22. Estimated time to take average trainee employed at 75% of prevailing wage scale.....weeks.

Date.....

Organization.....

By.....

Title

### VETERAN'S JOB TRAINING RECORD

Department of Vocational Education

Birmingham Public Schools

Name ..... Occupation.....

(Last) (First) (Middle)

Local Address.....Telephone No.....

Home Address (if different).....

Training Entitlement by VA.....

(yrs.) (mos.) (days)

Time usually required to learn occupation.....

Employer .....Telephone No.....

Employer's Address .....

Date of Employment.....Date of Termination.....

Company official responsible

for Training Program.....Job Instructor.....

### EDUCATIONAL RECORD

(Circle highest grade completed)

In elementary and secondary school      In college      Graduate work

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4

1 2 3 4

Name of last elementary school, secondary school,  
or college attended.....

What course did you take?.....

### PREVIOUS EMPLOYMENT BEFORE GOING INTO SERVICE

Name of Employer.....

Address of Employer.....

Kind of work.....

Name of Employer.....

Address of Employer.....

Kind of work.....

### STUDY REFERENCE MATERIAL NEEDED

Trainees' weekly }  
work schedule } Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

Co-ordinator.....

The first form is sent to the state superintendent recommending the approval or disapproval of the agency for so many trainees in one or more trades. The recommendation is acted upon by the state superintendent of education, who notifies the Veterans Administration, the prospective training agency, the local vocational department, and the USES of the action taken.

The procedure for placing a veteran in an On-The-Job Training program now arises. The veteran is first referred to the United States Employment Service. The USES will have lists of approved training agencies. They also have trained interviewers and contacts with personnel officers of local industries. The USES, after interviewing the veteran and determining from their lists a suitable place, will give the veteran a referral card to the personnel department of the company selected. If the veteran makes satisfactory arrangements with the company, the USES will then notify the vocational department of the local school system. One of the co-ordinators will then visit the place of business where the veteran has been placed and he immediately begins his training program.

Using the Diversified Occupations program outlines for the various trades as a guide, the veteran's training program is outlined on a progress record card. The foreman, or trainor, or sponsor, and the co-ordinator make up this program. (See below the list of jobs for the Auto Mechanic, for example.) The co-ordinator's responsibility is to see that the veteran progresses from one job to another and that he acquires the related information. This may be on an individual home-study basis (the least desirable) or where numbers and convenience permit, bringing them together with a good instructor for a stated interval daily, or three or four times a week. At any rate, the veteran not only learns to do the work, but *how* and *why*. The co-ordinator maintains the record from his frequent visits to the place where the veteran is working and on completion of the training program turns the card in to be preserved as a permanent record for references.

#### TRADE ANALYSIS AND PROGRESSION RECORD AUTO MECHANICS

##### *Frames, Springs, and Wheels*

###### *Job*

###### *No.*

1. To rebush a spring eye.
2. To replace broken spring-leaves.
3. To remove spring rattle and squeak.
4. To install shackles and pins.
5. To replace spring center-bolt.
6. To straighten frame side rails.
7. To replace rivets in frame.
8. To replace broken cross-member.
9. To repair a broken frame.

10. To adjust wheel bearings.
11. To replace bearings and race in wheel hub.
12. To replace dust washers in a wheel hub.
13. To R and R wheel hub or wheel.
14. To straighten fenders and touch up.
15. To install a fender.

##### *Front Axle and Steering*

16. To straighten front axle and set camber.



17. To check and adjust gather or toe-in of front wheels.
18. To renew spindle body pins and bushings.
19. To test the alignment of the steering arms.
20. To check and set caster and camber.
21. To adjust a steering gear.
22. To overhaul a steering gear.
23. To inspect and adjust a drag link.
24. To replace steering gear thrust bearings.
25. To adjust all steering connections.

### *Motor*

26. To clean and adjust spark plugs.
27. To remove carbon from engine with removable head.
28. To grind valves.
29. To adjust valve tappets.
30. To clean and paint an engine.
31. To install oil pan and gaskets.
32. To adjust main bearing.
33. To adjust or replace connecting rod bearings.
34. To install timing gears.
35. To install timing chains.
36. To install timing gear or chain cover.
37. To inspect and measure cylinders.
38. To install a cylinder-head gasket.
39. To install manifold gaskets.
40. To install piston rings.
41. To install piston pins.
42. To rebores and hone cylinders and install new pistons.
43. To recondition oil pump.
44. To adjust oil pressure.
45. To replace muffler and exhaust pipe.
46. To replace fly wheel.
47. To time the motor.
48. To tune motor.
49. To R and R motor.
50. To install motor supports.
51. To reface valve seats.
52. To replace oil filter.
53. To overhaul motor complete.

### *Clutch*

54. To overhaul single disc clutch.
55. To adjust clutch pedal clearance.
56. To care for clutch throwout bearing.
57. To rebush clutch pedal clearance.
58. To repair free wheeling.

### *Transmission and Universal Joints*

59. To remove and replace transmission.
60. To remove cover and repair shift mechanism.
61. To replace gaskets.
62. To adjust and care for bearings.
63. To remove and replace transmission on main shaft.
64. To overhaul transmission.
65. To repair speedometer.
66. To install a drive shaft.
67. To replace fabric disc type universal.

### *Rear Axle*

68. To R and R rear axle.
69. To replace an axle shaft.
70. To replace oil shedders.
71. To adjust end play in axle shafts.
72. To replace the ring gear and pinion.
73. To adjust rear axle gears.
74. To replace differential gears.
75. To install bearings.

### *Brakes*

76. To relined brakes.
77. To adjust and equalize mechanical brakes.
78. To adjust hydraulic brakes.
79. To overhaul master cylinder on wheel cylinder.
80. To adjust emergency brakes.
81. To remove brake rattles and squeaks.
82. To install brake rods.

### *Fuel*

83. To clean and check gas lines and strainers.
84. To repair a gasoline supply tank.

85. To recondition a carburetor.
86. To adjust a carburetor float level.
87. To overhaul a fuel pump.
88. To clean a gasoline filter.
89. To repair a gasoline gauge.
90. To service the air cleaners.
106. To replace ammeter.
107. To care for the battery.
108. To install a battery and battery cables.

#### *Cooling System*

91. To R and R a radiator.
92. To repair a radiator.
93. To install a radiator hose.
94. To install gaskets on water jackets.
95. To pack a water pump.
96. To R and R a water pump.
97. To overhaul a water pump.

#### *The Ignition System*

98. To check the ignition.
99. To clean and adjust or replace contact points.
100. To trace the primary circuit.
101. To trace the secondary circuit.
102. To test the condenser.
103. To test the coil.
104. To check firing order of an engine.
105. To time the ignition of an engine.

#### *Starter, Generator, and Lights.*

109. To regulate generator output.
110. To test generator relay cutout.
111. To test a generator.
112. To repair an automobile generator.
113. To test starting system.
114. To overhaul a starter drive.
115. To overhaul a starting motor.
116. To replace a light fuse.
117. To test and repair light wiring.
118. To repair and adjust all lights.
119. To adjust horn for tone.

#### *Chassis, Body Lubrication, and Service.*

120. To lubricate the chassis.
121. To service shock absorbers.
122. To tighten a chassis.
123. To adjust doors or install body hardware.
124. To service tires.
125. To care for the upholstery.

## AMERICAN EDUCATION WEEK, 1945

### *General Theme*

### EDUCATION TO PROMOTE THE GENERAL WELFARE

#### *Daily Topics*

SUNDAY, NOVEMBER 11  
**Emphasizing Spiritual Values**

THURSDAY, NOVEMBER 15  
**Strengthening Home Life**

MONDAY, NOVEMBER 12  
**Finishing the War**

TUESDAY, NOVEMBER 13  
**Securing the Peace**

FRIDAY, NOVEMBER 16  
**Developing Good Citizens**

WEDNESDAY, NOVEMBER 14  
**Improving Economic Well-being**

SATURDAY, NOVEMBER 17  
**Building Sound Health**

## Newton's School for Veterans

RAYMOND A. GREEN

*Principal, Newton High School, Newton, Massachusetts*

ON June 25, 1945 three veterans of World War II signed up in Newton High School's School for Veterans. After consultation with Mr. Charles H. Mergendahl, their adviser, and director of the regular summer school which includes the Veterans' School, a course in mathematics was chosen as best fitting their needs and objectives. One, who plans to enter college in the fall, was advised by the college to review mathematics. The second, who plans to study refrigeration at college, needed algebra as a necessary background. The third plans to enter the field of building construction with further training in an institution of higher learning.

A comfortable room was provided. The class was taught by a teacher sympathetic and understanding of the problems of these veterans who have been away from formal schooling for a long time. They were encouraged to work at their best speed. The report at this writing from the teacher is most encouraging. A seriousness of purpose is evident. Excellent progress is being made. More work seems to be accomplished in a shorter time than with the regular high-school pupils. A definite objective, more maturity, ability to do, seriousness of purpose will spell success to these veterans.

### ASCERTAINING NEEDS

Before the school was opened careful check had been made for a year and a half to see if there would be demand on the part of discharged veterans for work at the high-school level. The Department of Veterans Services and the Newton Citizens' Advisory Committee for Returning Veterans were consulted. All boys interested in further schooling or desiring educational or vocational advice were referred by this group to the high-school guidance and placement office. Many graduates, who prior to their enlistment in the Service had no desire to go on with their final education, have been encouraged to go to college. Very few discharged veterans were non-graduates so that it did not seem wise to start a school until the demand materialized. Several colleges in this area were also contacted and asked to keep us informed of the number of veterans who applied and were not adequately prepared for college work.

But with the increased number of soldiers returning to civilian life, especially since V-E Day, it was felt advisable, after consultation with the various Veterans' agencies and colleges, to offer the opportunity for courses on the high-school level toward the completion of their high-school diploma credits and for preparation for college entrance. It was felt that soldiers, who have done some work toward their diploma through the United States Armed Forces Institute, may be discharged and may wish to continue work at the school during the summer. The city of Newton approved the proposed plan

for a Veterans' School and an adequate appropriation was set aside for this purpose.

The following announcement was sent to all Veterans' agencies in the state, the various hospitals for veterans, as well as men still in service, the newspapers, and all colleges in this area:

**SUMMER SESSION FOR WAR VETERANS ONLY**

EIGHT WEEKS — JUNE 25 - AUGUST 17, 1945

*Technical Building, Elm Road, Newtonville*

Daily Sessions Monday through Friday, 8 A.M.-10 A.M.; 10 A.M.-12 M.

COURSES FOR COMPLETION OF HIGH SCHOOL DIPLOMA CREDITS  
AND PREPARATION FOR COLLEGE ENTRANCE

*Subjects offered:* All regular subjects of curriculum, including English, Languages, History, Mathematics, and Science.

*Tuition:* Free to Newton residents. Non-resident students welcome upon payment of \$30.00 per subject.

*Textbooks and materials:* Furnished by Newton School Committee.

*Registration:* In Room 314, Administration Bldg., Newton High School, before June 22.

Plans are also being made for a fall and winter session.

Printed information was sent to the parents of the high-school pupils on the regular *Message to Parents* forms. One veterans' organization assumed responsibility for sending individual announcements to veterans.

If the demand were such as to warrant it, we were willing to offer most any course of high-school level requested by the veteran, and upon successful completion give him credit toward his diploma.

ORGANIZING COURSES

Even though only three of the nine veterans who applied finally decided to attend, we have felt this beginning a very auspicious one. It augurs well for the continuance of the plan during the regular school year. Plans are now being laid for a veterans' school for high-school credit during the regular school year as part of our Adult Education Program. Credit will be given toward a high-school diploma. Classes are proposed from 4 to 9 P. M. four or five nights a week, offering all subjects given in the regular day high school. Classes will be an hour in length. The physical education and recreational facilities as well as the cafeteria will be made available to the Veterans' School.

Veterans, who may not wish to attend the Veterans' School in the evenings, are always eligible and welcome to attend the regular day sessions. If the numbers warrant it as the soldiers are discharged and wish to complete their high-school work, special classes will be created if desired in the regular school day. In the guidance office a separate counseling service for veterans was set-up starting in September. This is under the direction of a member of the faculty who is a veteran of World War I and II.

It is the duty of the public schools to give the returning veteran the opportunity to continue the education that was interrupted by the war. Schools must provide refresher courses and facilities for retraining in the newer fields of industry. Every serious-minded veteran should have the opportunity to get the education he desires. Schools have already done a fine part in the training of young men for war with pre-induction courses, training for the flight service, and A12, V12 examinations. Schools are granting credit for work done in the Service or through the USAFI. It is only logical that the public schools should complete the cycle and offer educational opportunities and retraining for veterans for the peace to come. Public schools have a great responsibility as well as a great challenge.

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### **PLACE YOUR SCHOOL'S NAME ON A SPONSORSHIP PANEL TO BOOST THE MORALE OF A WOUNDED WAR HERO**

**NATION-WIDE SCHOOL CAMPAIGN TO FINANCE 35,000 HOSPITAL UNITS**

**Y**OUR school may help to speed the recovery of some wounded war hero through a War Bond campaign to sponsor one or more hospital units before Christmas. Army, Navy, and Air Force hospitals have made it possible for a school sponsorship panel to be placed on a serviceman's hospital bed for each \$3,000 War Bond campaign completed within the sponsoring school.

Hospital costs vary, but service doctors have agreed upon \$3,000 as the average cost of the hospital facilities and medical equipment for a sick or wounded man. Each \$3,000, the estimated cost of a hospital unit, goes toward financing hundreds of indispensable pieces of medical equipment such as surgical instruments, oxygen tents, operating tables, whirlpool baths, and wheel chairs.

When a school's War Bond and Stamp sales total \$3,000, a sponsorship panel bearing the school's name and address may be placed on a hospital bed. (For complete directions consult your State War Finance Office or the September issue of *Schools at War*, the War Savings bulletin available for every teacher through school superintendents or principals.) A duplicate sponsorship panel will be sent back to the sponsoring school at the same time that one is sent to the service hospital. Wording on the panels will read:

to Speed YOUR RECOVERY The Students and Teachers of (School),  
(Address) have successfully completed a War Bond and Stamp Campaign to help finance the hospital facilities YOU are using. If you will send them your name and address, they would like to write to you.

With his eyes on the red-white-and-blue panel, some hospitalized war hero may take new courage for his long fight for complete recovery. Letters from the boys and girls of "his" school will certainly brighten his tedious days. Completion of 35,000 hospital campaigns by the end of 1945 will mean the possibility of boosting the morale of 35,000 wounded servicemen returned from battlefronts all over the world.

## An Educational Program for Returning Veterans

J. E. NANCARROW

*Principal, Senior High School, Upper Darby, Pennsylvania*

**T**HE public schools of the United States face the job of re-educating or completing the education of a large proportion of the men and women who are affected by the conversion of the nation from war to peace. It is a job that includes education for young ex-servicemen whose school or college careers were interrupted by the war—vocational and job-training for servicemen who need that service for a speedy absorption back into industry, re-training of war-workers for peacetime jobs, refresher training, and an expansion of educational opportunities for all American youth.

In addition, more attention must be given to training for democratic citizenship, which must be much more realistic than now. Our future citizens must learn how government is actually carried on in practice; what goes on behind the scenes must be brought out in the open. Veterans who have fought for and defended this democracy must be taught how to control it for the common good of all.

The first step in an educational program for veterans is to see that they secure the proper guidance. School administrators should take an active interest and participate on the various committees which have been set up for the purpose of giving the returning veterans the necessary guidance. The veteran should not become a victim of someone who has something to sell. Schoolmen can furnish that impartial guidance which the veteran needs so badly.

In interviewing applicants, the first question to be decided is of which law the veteran should take advantage. The Federal government has passed Public Law 346 which is the so-called *Bill of Rights* for GI's; Public Law 16 for disabled veterans; and Public Law 113 for civilians and veterans. In some cases the veteran may find it to be more advantageous to take advantage of Public Law 16 or Public Law 113 rather than the so-called *GI Bill of Rights*. In the latter, all amounts which are paid will be deducted from any future bonus, while in the other two there are no deductions from the bonus if one is later given to servicemen. Under Public Law 16, a veteran, with a pensionable handicap of at least ten per cent, would receive \$92 per month, if single, and \$103.50 per month, if married, rather than \$50 and \$75 per month respectively under the *GI Bill of Rights*. It can easily be seen, therefore, that snap judgment should not be used if the veteran is to secure his full rights under the various laws. High-school principals must become familiar with the laws which have been enacted to help veterans so that the proper assistance and guidance can be given.

Another question which must be raised with the veteran is his past educational achievement and his mental level. What grade has he reached in school and how well has he achieved success in his work to date? What miti-



gating circumstances are involved in the case? If the record is not good, why was it poor? Is the mental level of the applicant above or below average? Is the occupation, which the veteran desires, in line with his mental capacity to achieve such a goal?

In attempting to secure the answer as to his mental capacity, too much cannot be said about the use of "caution" in the interpretation of such tests. The pitfalls in intelligence testing are many. Hence, one must know what he is measuring. Something must be known about the veteran's vision; you may be testing his vision instead of his intelligence. Something must be known about his ability to read; you may be testing his reading ability instead of his mental intelligence.

The next question to be decided is whether or not the veteran is employable. In what fields would the veteran be successful? The answer to this question is highly important because some veterans are desirous of entering fields in which they are neither fitted nor prepared for success or in preparing for fields in which there is little possibility of employment.

#### FEW VETERANS HAVE RETURNED FOR STUDY

Thus far, in the Upper Darby High School, the cases have been largely those men who desire to finish their secondary education and go on to college. In most cases, they have been interested in entering engineering schools. In many cases, they have not had adequate preparation in mathematics and science to go on and do successful college work. Some of them have been graduated in the commercial, or the arts and crafts courses. It is not uncommon to find that they have had no algebra, or only one year of it with no further preparation. In the field of science, some have had only general science. In such a situation, it is imperative that these men be given an adequate preparation in mathematics and science before sending them on to take engineering in college.

Since the Upper Darby High School is largely a college preparatory school, very few veterans have been interested in vocational or trade-school courses. The type of community largely determines the demands made on the school in this respect. Since Upper Darby is entirely a residential community, few persons are interested in the vocational courses on the high-school level.

In closing, it must be emphasized that every case is an individual case. Unless the veteran is treated as an individual, he will not stay very long in your institution. Group treatment is not satisfactory; the veteran must be shown that you are really interested in his welfare. When he first makes the approach, he is inclined to be a little doubtful about returning to high school and associating with younger students. The solution to the problem depends entirely on how much time you are willing to give him and how carefully you diagnose his case and proceed to help him. These men have given their all for us, so let us reciprocate and go more than the necessary mile in attempting to help them. We owe them that service.



## Veterans' Education in San Diego

JOHN ASELTINE

*Principal, San Diego High School and Director of Junior College Activities,  
San Diego, California*

### THE EDUCATIONAL NEEDS OF VETERANS

**A**T a recent conference of San Diego educators met to discuss the educational problems of the returning veteran, a great deal of time was devoted to the question of probable attitudes, needs, and desires of the ex-servicemen. A number of instances were cited, during the course of the deliberations, where G.I. Joe had expressed himself regarding education. For example, he wanted vocational training; he needed more general education; he didn't want to waste his time in a regular school or college because it would hamper his speed; etc., etc.

Finally the chairman asked the representative of the Veterans' Bureau (he had been recently discharged from the Service, and was too inexperienced to have many answers and too wise to express them in arbitrary fashion), "What is it that veterans need and want?" In answering, the young man probably thought he was begging the question. He said, "As near as I can tell they want what everybody wants: a good education, a good job, and a good home in a decent community. I don't see that they're different from the rest of the folks." Local experience has tended to verify this opinion.

Up to the close of school in June, 1945, the San Diego schools had not actually enrolled a large number of veterans. This has been somewhat surprising, since San Diego is one of the major military centers of the country. Many thousands of Army, Navy, and Marine personnel are stationed within the area, and upwards of 25,000 of them were returned to civilian life during the school year. Yet less than one half of one per cent of all these local ex-servicemen actually did anything about entering local schools. In other words, secondary schools of all types and all grades through the junior college years enrolled the following numbers during the school year 1944-45:

Regular day high schools	12
Evening High School and Junior College	28
Vocational High School and Junior College	39
San Diego State College	38
	<hr/>
	117

Of this total, 52, or slightly less than half, were getting compensation under Public Law No. 16 (Vocational Rehabilitation) or Public Law No. 346 (GI Education). The remainder were enrolled in evening classes and working full time, or were deferring their request for benefits until they had clarified their plans.

The direction of the interests of veterans indicated by the proportion of enrollees in the several centers may possibly have some significance. It would seem to show that a diversified program which would include everything from a few weeks' pre-job training to advanced university work will be needed. In this connection it is particularly interesting to note that the numbers enrolled at the Vocational School and those at the State College are approximately equal.

Some attempts have been made to get an objective answer to what the veteran is like, and what he needs and wants. For instance, the director of adult education surveyed the group enrolled in the evening classes. He went about it by collecting information, not by direct questioning of the veteran, but from office records, counselors, and teachers.

From analysis of these data he was able to report:

"Veterans are attending our evening schools seeking various general education and services. Many do not wish to call attention to themselves as veterans, and it has been difficult to uncover those who are.

"All were men. The majority were former San Diegans. Most of them are married — several with children. One is divorced. Several wives have been attending school with their husbands.

"All branches of the Service are represented; most from the Navy, then the Army, Marine Corps, Air Corps, and one 'Seabee.' All ranks from private or seaman up to an ensign are enrolled.

"Educational background ranges from fifth grade through two years of college; most had a high-school education or some years of high school. Most wished to finish high school; the next largest group were interested in some single course, such as mathematics, art, Spanish, and the like.

"Several want to go to college later, to be a dentist, doctor, minister, engineer, commercial artist, writer, and the like. In one or two cases, this is obviously too ambitious because of meager background or circumstances, but thoughtful counseling is being carried on so that morale and ambition will be retained."

Yet another clue, which may be too obvious for comment, comes from the experience of the city schools' counselor of veterans who interviewed over three hundred individuals during the last three months of the school year. His observation is that there has been a drastic drop in the percentage of seriously maladjusted and mentally confused veterans appearing in his office since the inauguration of the Army point system, so that our past experience with a group which was made up entirely of physically and mentally disabled or deficient is not too reliable an index of what to expect from the normal ex-serviceman, whose problems are much simpler than his less fortunate comrades. It is in the direction indicated by these "straws in the wind" of past experience, and in the spirit that "veterans want what everybody wants" that San Diego is planning and developing its program.

As of the present, this program has four important characteristics which, if strengthened, will guarantee an appropriate education for all; it utilizes

available facilities to the fullest possible extent; it is rich and varied in its offerings; it is adaptable; and it is given maximum effect through well coordinated guidance and counseling. These characteristics are described in detail.

#### FACILITIES AVAILABLE FOR VETERANS' EDUCATION

The San Diego City School District has four centers suitable for returning veterans who wish to pick up the threads of an interrupted secondary education. The first of these to come to mind is of course the regular high schools of which there are five. However, the role in veterans' education which is now being played by these schools does not bulk large in actual classroom instruction; nor is it expected to be since it is pretty generally agreed that veterans will not relish being thrown back into adolescent groups. There is, however, an important function which the regular high schools are performing in evaluations and guidance, a description of which is contained in a later section.

The Vocational High School and Junior College is housed in three plants in and contiguous to the downtown area. An office building is the center for training in business and in the distributive and occupational services, and for related general education; while machines and equipment necessary for trade and industrial training are set up in a factory-type building a few blocks away. In addition, a third center has been equipped for emergency training of aircraft workers, which will doubtless be converted to peacetime training. All these facilities should be admirably suited to veterans' needs.

The Evening School program, which includes three high schools and one junior college, should become a very valuable and important part of the system, since many veterans will probably want to take advantage of the off-hour opportunities for gaining school credits while working temporarily and preparing to start on a regular full-time school program. Finally, the San Diego State College, at its suburban location, has made classrooms and faculty available to the city schools where special junior college liberal arts and adjustment curriculums are provided, in addition to the regular college courses.

#### EXTENT AND NATURE OF EDUCATIONAL OFFERINGS

Since, at the present stage of events, no one can predict with any degree of reliability what veterans will want, almost every type of cultural and vocational offering is being set up to meet the demand when it comes.

In a "Message" addressed to returning servicemen, the Vocational School answers the question, "What recognition is given to students trained at the San Diego Vocational High School and Junior College?"

1. High-School Diploma—meeting the requirements of the California State Board of Education and at the same time qualifying for employment in a chosen trade.
2. Associate in Arts Degree—as authorized by the California State Board of Education, and awarded to any junior college student who completes a two-year course in his major field of work.
3. Journeyman Rating—for students completing apprenticeship training—this means "not less than 2,000 hours of reasonable employment" while receiving training.

4. Certificate of Completion—at the conclusion of special training in which the student has learned new skills or improved old ones.
5. Recommendations—written to employers, upon request of those who complete refresher courses, pre-job training and in-service training.

### *Courses Offered*

A description of one-year and two-year vocational curriculums offered on the junior college level gives an idea of the scope of offerings.

#### DESCRIPTION OF VOCATIONAL CURRICULUMS:

##### 1. Two-Year Business Curriculums:

- a. *Secretarial* includes study and practice in the following subjects: shorthand, typewriting, office training, office experience, business English, filing, office machines, and secretarial bookkeeping.
- b. *Accounting* includes bookkeeping, business mathematics, office machines, filing, business English, typewriting, office training, and office experience.

##### 2. One-Year Business Curriculums:

- a. *General Business* includes typing, filing, office machines, business English, record keeping, office training, and office experience.
- b. *Machine Calculation* includes machine calculation, office machines, business mathematics, record keeping, bookkeeping, typing, filing, and office training.
- c. *Retail Merchandising* includes color and line, how to buy, marking, merchandising analysis, principles of display, store management, business ethics, and actual merchandising experience in business establishments. Technical mathematics, theory and science of merchandising, and other subjects are related to the units of instruction.

##### 3. Two-Year Trade and Technical Curriculums:

- a. *Aeronautics* (aircraft construction) includes the process of building an airplane from raw products to the finished plane (engineering, planning, production control, machine and hand processing, sub and final assembly, minor and major inspections, etc.). Trade technical study of wind tunnel problems, blueprint interpretation, aircraft materials and their treatments, metallurgy, mathematics, hydraulic, and electric controls are related to shop practices.
- b. *Aeronautics* (aircraft engines) includes nomenclature and principles of each common type of aircraft engine: disassembly, assembly and repair of minor parts of engine, and inspection. Complete disassembly, overhaul, inspection and test running of engines. Overhaul, adjustment, and timing of magnetos, generators, carburetors, and starters. Unit on propellers. Technical study of internal combustion engines, fuels, lubricants, ignition, cooling systems, and theory and functions of common instruments and controls.
- c. *Dressmaking and Design* includes dressmaking, remodeling or alteration, costume, design, draping, cutting, and finishing. The study of materials, elements of design, equipment used, and personality factors is integrated with shop work in the curriculum.
- d. *Electricity* includes fundamentals of electricity; generation, control and distribution of electricity. Practical jobs involving wire splicing, soldering, wiring light and signal circuits, coil winding, connection and operation of motors and gen-

erators. Electrical theory, design, mathematics, and other related subjects are included.

- e. *Tool, Die, and Machine Design* includes tool and machine processing, elementary and advanced design, and study of mechanisms. Mathematics, chemistry, and physics are closely related to the course.
  - f. *Machine Shop* includes operation of drilling machines, shaper, planer, engine lathe, turret lathe, milling machine, boring mill, grinders, bench work, jig building, and heat treatment of metals. Technical study of mathematics, industrial science, design, blueprint reading, materials and other theory is related to shop practice.
  - g. *Radio* includes servicing and maintenance, design and use of sound equipment, broadcasting, and marine radio. Technical problems involving mathematics, theory of electricity and radio, design of sets, public address systems, broadcasting systems, and other factors are studied.
  - h. *Commercial Art* includes layout, painting and lettering of bulletins, show cards, and wall and roof signs. Making Christmas cards, announcements, and other jobs by the silk-screen process involving stencil and photographic methods are part of this curriculum. Typical jobs include cutouts, displays, gold and aluminum signs, pictorials, fashion design, etc. Technical subjects, such as mathematics, price, salesmanship, trade ethics, safety, and science are related to all jobs.
4. One Year Trade and Technical Curriculums:
- a. *Cosmetology* includes manicuring; care of hair, scalp, and skin; hair dressing, cutting and tinting, and permanent waving; shop organization and management; trade ethics; and dermatology. Technical study of sterilization, hair dressing, and supplies is related.

In addition, veterans may enroll in the following apprenticeships:

Aircraft Electricity  
 Aircraft Machinist  
 Aircraft and Engine Repair and Maintenance  
 Aircraft Sheet Metal  
 Boatbuilder  
 Carpentry  
 Cabinetmakers and Millmen  
 Dental Technicians  
 Electricity  
 Machinist  
 Meat Cutting  
 Operating and Refrigerating Engines  
 Painting and Decorating  
 Plumbing  
 Radio  
 Sheet Metal  
 Aircraft Tool and Die Maker  
 Watchmakers and Jewelers

*Sample Specification*

## Apprenticeship Program in Aircraft Electricity:

## I. Length of Training

- A. Four years of 8000 hours of work and related instruction
- B. First 500 hours are probationary
- C. Previous experience in the field is evaluated by the Local Joint Apprenticeship Committee for the trade, and credit may be assigned up to a maximum 2000 hours of experience or 3000 hours in the case of a returned veteran.

## II. Schedule of Major Processes and Approximate Number of Hours for Each Process

## A. Basic Electrical Bench Work

- 1. Harness Making 1125 hrs.
- 2. Jig Making 300 hrs.
- 3. Soldering 500 hrs.

## B. Advanced Bench Work

- 1. Switch Panel, Junction Box and Fuse Box Wiring 768 hrs.
- 2. Conduit 96 hrs.
- 3. Electrical sub assembly 672 hrs.

## C. Ship Wiring

1920 hrs.

## D. Final Assembly

660 hrs.

## E. Electrical Inspection

576 hrs.

## F. Yard Flight

1033 hrs.

## III. Wage Provision

Apprentices shall be paid not less than the following percentage of the Journeyman's wages. (For the purpose of this agreement, as of this date, the average Journeyman's wage will be assumed as being \$1.33 $\frac{1}{3}$  per hour).

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1st six mos. 37.5% or \$ .50 hr. | 5th six mos. 68.5% or \$ .90 hr. |
| 2nd six mos. 45.0% or .60 hr.    | 6th six mos. 75.0% or 1.00 hr.   |
| 3rd six mos. 52.5% or .70 hr.    | 7th six mos. 82.5% or 1.10 hr.   |
| 4th six mos. 60.0% or .80 hr.    | 8th six mos. 90.0% or 1.20 hr.   |

## IV. Hours of Work and Hours of Approved Instruction

The work week for the apprentice shall consist of forty hours of five consecutive days and conditions associated therewith shall be the same as that of the Journeyman. The apprentice shall enroll and attend related classes, for a minimum of 450 hours during the first year and not less than five hours weekly for a minimum of 250 hours per year for the balance of his apprenticeship.

## V. How Are Jobs Secured for Apprentices in San Diego?

In order that full job placement is assured, the California apprenticeship law requires that a ratio of apprentices to journeymen be established in each trade field. In aircraft electricity the ratio is one apprentice to eight journeymen.

## VI. Who Should Plan to Enter Apprenticeship for Aircraft Electricity?

- A. Boys interested in aviation and in choosing a new and growing field.
- B. High-school graduates, or those working toward graduation who have satisfactorily completed the tenth grade.

C. Boys who have displayed interests and ability in the following subjects: arithmetic, shop courses, and mechanical drawing.

An equally comprehensive program is available in the evening schools, as indicated by the following list of offerings:

American Institutions	Mathematics, Solid and Analytical
Anatomy and Physiology	Geometry, Trigonometry and College
Biology	Algebra
Blue Print Reading	Mechanical Drawing
Chemistry	Music—Orchestra
Citizenship	Personality and Speech
Civics	Physics
Civil Service Review	Physical Education
Creative Writing	Polish
Current Affairs	Psychology 1A and 1B
Educational Review	Public Speaking
English 1A, Junior College	Russian
English (High-School Grammar)	Shorthand
English (High-School Literature)	Social Science 1A and 1B
Fine Arts	Spanish, Beginning
French	Spanish, Junior
History—European	Spanish Basic, Beginning
History—United States	Spanish, Conversational
Mathematics Refresher	Spanish, Advanced
Mathematics—Algebra	Spanish, Junior College
Mathematics, Geometry and Algebra	Typewriting, Beginning and Advanced

Because many of our soldiers, sailors, and marines will doubtless return with deficiencies in their high-school educations, and with only vague plans for the future expressed in terms of "continuing their education", the college center provides general education courses such as those described below. They all have a strong orientation and adjustment slant.

1. *Reading, Writing, and Thinking*—This course is designed to give the student a practical command of written and spoken English. Readings in current literature are analyzed for their ideas and presentation, and from these are formulated principles of clear thinking, good organization, and accurate self-expression. By means of frequent, direct writing periods, the student is encouraged to put these principles into practice and to strive for improvement in his own work. The student's writing is studied in conference, and the instructor gives individual suggestions for attaining command of good, practical English. Class discussion of current periodical literature rounds out the course.
2. *Current Literature: Ideas in Action*—This course is intended to enlarge and clarify the student's experience through a study of recent essays, articles, and short stories which comment upon the problems and the achievements of the world in which we live. Timely material, selected from recent books and magazines, forms the basis of the course, but students are urged to read widely in order to develop



ideas of their own. Directed practice in the principles of effective writing is continued.

3. *Psychology of Personal Development*—This course is intended to give the student an understanding of why we behave as we do. Fundamental principles of psychology are considered from the viewpoint of making applications in the development of personality along with the development of study skills requisite for successful collegiate work. Many psychological tests are given and interpreted to the students during the laboratory period which is a part of the course.
4. *Applied Psychology*—By use of those findings of psychologists which help the individual to lead a well-balanced and effective life, aspects of various adjustments in a well-rounded life are studied. These include personal efficiency, vocational planning and selection, social adjustment, marital adjustment, and the development of desirable emotional poise. The focus of this course is to aid the student in developing social proficiency, leadership, and a philosophy of life.
5. *Effective Speech and Living*—The class will be given guidance and practice in the development of effective speech in everyday conversation. Using an inventory of the speech needs of each individual as a basis, the materials in the course will be chosen to aid each student to develop an underlying physical tone and mental poise.
6. *Health and Living*—This is a study of health habits such as diet, rest, recreation, posture, etc., that lead toward efficient and effective living. Relations of work, emotions, and personal appearance as they relate to health will be stressed.
7. *Nutrition*—This is a course based on the study of how to make helpful food choices from the modern scientific point of view. Consideration is given to the meaning and indications of adequate nutrition and to food in its relationship to the maintenance of well-being. Red Cross Nutrition Certificate is granted upon completion of course.
8. *Man and His Physical World*—This is a semester course intended to survey the nature of the physical world surrounding modern man—the stars, the earth, the air, the things man has made, and their effect on the world in which we live. There will be three hours per week of class work with demonstrations, lectures, experimentation, moving pictures, and occasional excursions.
9. *Man and His Biological World*—This is a semester survey of the living things in our environment and their effect on our lives and well-being. The class members will make the acquaintance of the plants and animals around them, of the ways in which life processes are carried on in various forms, and their organization and development. There will be opportunity for development of new interests in the field of health and leisure-time activities. The work will include lectures, demonstrations, experimentation, pictures, excursions, discussions, and individual activity.
10. *Introduction to Sociology*—This course is planned to help the student develop a fuller understanding of himself as an inter-active member of various groups in everyday life and of the resulting mutual contributions and responsibilities. The influences of the individual on the group, and of the group on the individual are stressed.
11. *Economics of Family Membership*—The purpose of this course is to help the student develop an understanding of the problems of financing the family and of

how the income may best be spent to yield the greatest satisfaction to all family members. The study will be made from the viewpoint of the social, as well as the personal, significance of meeting living costs wisely.

#### ADAPTABILITY OF THE EDUCATIONAL PROGRAM

The junior college program embraces a large part of the area in which the veterans' educational needs and interests lie. It is, therefore, of prime importance that it be kept in almost fluid state, since the kind and amount of educational offerings which veterans will want is so unpredictable. This quality of adaptability is a distinguishing feature of the San Diego organization.

As the description in the preceding section may have indicated, San Diego has no institutional junior college, a situation due in part to circumstance and in part to design. The presence of a large, well-equipped, and well-staffed and administered State College in the community makes it unnecessary for the local district to provide any of the usual lower division college work and some of the junior college terminal curriculums. Consequently the concern of the local district lies in supplementing those facilities as and when the need becomes apparent.

The San Diego junior college program first took official form in 1938, when it was recognized that the supplementing of offerings in discreet agencies might lead to needless duplication. Accordingly, a Senior High-Junior College Co-ordinating Council was formed, with a Director of Junior College Activities as chairman and co-ordinator. Included on the committee were:

- Five Senior High-School Principals
- Vocational School Principal
- State College Center Principal
- Continuation School Principal
- Director of Vocational Education
- Director of Adult Education
- Evening High-School Principal
- Director of Guidance
- Assistant Superintendent of Schools
- Assistant to the Superintendent of Schools
- Instructional Co-ordinator
- Business Manager
- Superintendent of Schools

Among the duties of the committee are: *first*, a continuous review of philosophy and practices in secondary education, especially in the tenth through the fourteenth years; and *second*, decisions regarding the general nature of the junior college and recommendations regarding the type and location of new junior college curriculums. Three schools were officially constituted centers of the program and the nature of their service agreed upon by the committee:

#### *Vocational Center*

The junior college division of this school provides training opportunities for post-high-school individuals who wish to prepare for vocations on a technical, skilled, and

semi-skilled level. This center offers the student development of skills and technical knowledges required in business and industrial occupations. He may also qualify as a candidate for the Associate in Arts degree (two-year curriculum) or a Certificate of Completion (one-year curriculum or less). Training is designed for those who do not intend to continue formal collegiate instruction beyond the junior college.

The objectives are:

1. To prepare individuals for job placement in specific technical, skilled, and semi-skilled occupations (trade and industrial, public service, business and distributive).
2. To continue instruction in the fundamental areas of personal living, physical and mental health, socio-civic efficiency, and ideals and culture of American life which will bring about efficient economic and social adjustment.
3. To provide sufficient guidance service, with facilities for self-analysis, testing, selections, placement and follow-up for all in terms of their individual capacities and interests.

The school year is twelve months in length and is divided into five equal terms. Students may enter at the close of either of the regular high-school semesters, or at any time during the year.

#### *Adult Education Center*

This center provides an opportunity for adults eighteen years of age or over, who are employed in the daytime, to take regular lower division college work at night. Work at this center is designed for four groups of students:

- a. Those who desire two years of general college education leading to an Associate in Arts degree.
- b. Those who plan to continue on in third-year work, and who hope eventually to earn a Bachelor of Arts degree in some four-year college.
- c. Those who feel the need of broadening their general educational backgrounds for their work.
- d. Those who are interested in special training in specific fields on the collegiate level of value in their present or future occupations.

#### *State College Center*

The junior college division maintained in the center at the San Diego State College endeavors to serve young people, who, while in attendance at high school, had not planned seriously for college entrance, but who now wish to further their education. Students who have no clearly defined vocational objectives, those whose objectives require further academic preparation, and those who wish to develop more cultural background may be admitted to this center. The program has the following characteristics:

- a. It attempts to meet the needs of students, through personal conference and through courses especially planned to help them recognize, analyze, and solve their problems as students, as citizens, and as members of families.
- b. It gives vocational help, but its primary purpose is not vocational training. Both the guidance program and the courses of study are designed to help the students plan their occupational careers.
- c. It is two years in length and upon its successful completion the degree of Associate in Arts is awarded.

The emphasis in each course is on practical application and meeting the interests of the students, with the confident expectation that students will develop more thoroughly those understandings, attitudes, and skills common to all adults who are to live effectively in American democracy.

The foregoing purposes and functions are subject to criticism and review at each monthly meeting of the committee. As a matter of fact, substantial modifications have been made every year that the plan has been in effect. For instance, the city program is terminal in character for the most part, while the State College emphasizes the pre-professional and academic curriculums leading to a degree. General education offerings were weak in the city program, while trade and industrial vocational courses were entirely lacking in the regular college. Consequently the city curriculums tended to attract those who could not qualify for the regular degree curriculums of the college. Gradually this defect has been overcome by a liberal exchange of facilities, by making it convenient for a student to carry part of his classwork in each of the centers, and by an exchange evaluation of credits in each center.

Another example of the adaptability of the program is the policy of the State College of admitting the veteran who has failed to complete his requirements for high-school graduation. Once enrolled, however, he is first given exhaustive interviews and tests, and his record is examined to determine whether he has the apparent qualifications to succeed in his chosen curriculum. If this preliminary counseling does not yield satisfactory results, then he may enter the liberal arts curriculum of the junior college center which is designed for adjustment, and if he demonstrates there the requisite ability, he may later transfer to a four-year curriculum. At the same time he may complete his high-school graduation requirements by enrolling in the appropriate classes at one of the evening high schools from which, in due course, he would receive his diploma. Actual experience with a few cases indicates that he would generally require not more than a year's time.

The chief role of the regular high schools, as before mentioned, lies in the area of adjustment through evaluation of credit for military experience. In this connection the publication *Secondary-School Credit for Educational Experience in Military Service*<sup>1</sup> has been very useful. The local policy, formulated by the Senior High-Junior College Co-ordinating Committee, follows.

1. Applicants who fail to qualify for the Military Service diploma (because they were below Low-12 standing at the time they left school or because they failed to complete minimum course requirements) must submit evidence of training or course work completed through the Marine Corps Institute, the Armed Forces Institute, or authorized military officials (see *California Schools*, July 1944, pp. 179-180). Subject requirements in English (three years) and United States history and civics (one year) must be completed by regular correspondence courses of the Marine

<sup>1</sup>Available through the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., for ten cents each.

Corps Institute or Armed Forces Institute. Additional subjects necessary to complete the graduation requirements may be submitted in the form of specific military training to be evaluated by the principal or registrar upon recommendation of the department to which the training is most closely related, or through representative faculty committee action. The pattern of necessary course work may be selected by the registrar and approved by the principal. Industrial and technical subjects listed by the Armed Forces Institute may be used as guides.

2. Evidence and procedure upon which military service credit is granted must become a part of the permanent record of the applicant on file in the registrar's office.
3. The candidate who is now in military service must apply for a diploma to the school in which he last pursued his formal education and where he completed at least three semester credits of regular high-school course work.
4. Returning veterans who are not high-school graduates may enroll in the high school of the local attendance district in which they reside, the high school which they previously attended, the Vocational High School and Junior College, the Evening High Schools and Junior College, Snyder Continuation School, or the Junior College Center at the San Diego State College, and receive credit for military experience in accordance with (2) above; or they may apply at any of the above schools for information and guidance.
5. Returning veterans who enroll in a school and become candidates for a diploma, but who have not completed at least three semester credits in that school must complete at least one semester of residence in order to qualify for the diploma.
6. Returning veterans who have not previously attended a local high school, and who wish to qualify for a high-school diploma, but who do not wish to enroll in a regular high school or junior college center, should apply for credit evaluation at the Adult Education Center.

#### CO-ORDINATION OF GUIDANCE

The latest tally of agencies in the city which are undertaking to give information, counseling, and guidance to veterans interested in continuing their education shows the impressive total of thirty-seven:

##### Selective Service Boards (6)

United States Employment Service

Veterans Administration

Red Cross Home Service

California Bureau of Vocational Rehabilitation

##### Public Schools

Educational and Vocational Guidance Service Center

San Diego State College

Individual Secondary Schools (day, evening, special, and junior college centers) (10)

University of California Extension Service

##### Veterans' Service Department

California Veterans' Welfare Board

Veterans' Organizations

Disabled American Veterans

American Legion

Veterans of Foreign Wars

Veterans' Information Center, Inc.  
Veterans' News  
United States Government  
Civil Service Commission  
Labor Employment Board  
Office of Price Administration  
Naval Air Station, Vocational Training and Education Office  
Civil Readjustment Offices, Navy and Marine Corps  
Apprentice Advisory Committees

It is obvious that the opportunities afforded the veteran for help from all these agencies representing so many different organizations and interests are only exceeded by the possibilities of misinformation and conflicting advice. So it was with the thought in mind that a head guide was needed to lead the veteran out of this wilderness and to direct him along paths which would bring him to his desired destination that the superintendent began his discussions with the Senior High-Junior College Co-ordinating Committee at the beginning of the school year. These deliberations were soon followed by a city-wide conference of all the agency representatives listed above with the addition of organized labor and the aircraft industry.

The proceedings were both revealing and helpful. Few of those present even knew of the existence of all of the other agencies, which was not surprising since many of the agencies were less than two years old. A description of each agency's services was in itself a step towards co-ordination, but it also demonstrated the difficulties involved. The entire group was soon unanimous in its determination to develop a central guidance agency as the only real solution. It was next agreed that this central agency should be operated by a city schools staff in close collaboration with the Veterans Administration, and that all veterans in search of educational and vocational guidance would be referred to it.

At the present writing, no official recognition of this arrangement has been given by the Veterans Administration, but the city schools have already established the service in a centrally located office with a vocational and educational counselor to whom the other agencies listed above are regularly referring veterans. Most of these referrals have come from five agencies: The Veterans Administration, The Red Cross Home Service, The Veterans' Service Department, Veterans' Information Center, Inc., and Apprentice Advisory Committees.

Of course it must be admitted that these efforts to achieve an integrated guidance for veterans are but faltering first steps, and that much confusion remains. On the other hand, every individual who is in any way responsible recognizes the importance of the problem. Furthermore, the necessary organization has been established and set in motion, and there is good reason to feel confident of continued progress.

## Baltimore's Educational Program for Veterans

CHARLES W. SYLVESTER, *Director of Vocational Education*

THOMAS A. VANSANT, *Director of Adult Education*

J. CA-REY TAYLOR, *Assistant Superintendent in Secondary Education*  
*Public Schools, Baltimore, Maryland*

**T**HE Baltimore City Department of Education does not favor a policy of granting diplomas for work not actually done; it does not believe in granting blanket credit for military experience alone. It feels that diplomas must be justly earned and that credit should be given only for work actually completed. However, it believes that young men in the Service should be encouraged to do whatever is possible to continue their schooling while they are away. To this end the high schools permit former students to study intensively and then take examinations provided by the school. They give them full credit for subjects completed in the Armed Forces Institute and give whatever credit is possible for special work completed in their specialized training. Many former students are in this way completing their high-school work while in military service. Others will not complete it but will, upon their return to civil life, have credit for many of the subjects required for a diploma. Our schools believe that they should do everything possible to aid and encourage these young men who are endeavoring to continue their education under such trying conditions.

Until veterans return in fairly large numbers it will not be possible to predict the exact kind of educational program they will wish to pursue. Of those who have already returned to enter our schools many have had only a brief period of military service, usually spent in American Training Camps. A few have been discharged because of injuries received, some because of their age, and others because of the length of service as calculated by the point system. This group, however, which comes back to our schools either for advice or to continue their formal education may or not be representative of those yet to come. For these men and women who are coming back in small numbers today but who will return in large numbers tomorrow, the Department of Education of Baltimore is making a few simple plans.

### COURSES AVAILABLE IN THE REGULAR HIGH SCHOOL

Many of these returning veterans will be young men who enlisted before the age of eighteen or who were inducted shortly afterwards. They will probably want to return to their former schools, rejoin their old friends and associates, and complete their few months of high-school training in the usual way. Being a semester or so behind their former class will not make too much difference. Several of their friends will be in the same predicament and, after all, they are still young.

A few young men might have withdrawn from school before their high-school work was completed; they might have worked a few years before the



war. These may be in their middle twenties or even older. For various reasons these too would like to complete the work for a high-school diploma, but find it necessary to return to work as a means of earning their living and supporting their families. For such individuals the regular Adult Education Evening Program will be available. In fact, at present, most returning veterans who wish to continue their educational program are entering these schools. Directing this action are several reasons, usually acting in combination. First, many veterans have a few high-school subjects only to complete before they are eligible to receive their high-school diplomas and secure entrance to college. Rather than use the educational subsidies allowed them under Public Law 346 to finish their high-school education, they prefer to reserve this financial assistance for use in college.

Second, most veterans, when they first return, endeavor to slip back into the accepted life of the community as rapidly as possible. This is easier for them to accomplish among adults than it is among adolescents. Therefore, a school program where they are accepted as just another adult among many has more appeal for them. Evening schools offer this solution and help them adjust in their own way, at their own pace, and without focusing unusual attention on them. Third, jobs are plentiful today and the pay is better than it has ever been before. Veterans think twice before they turn down opportunities for high pay and relatively short hours in order to go to school and receive tuition plus \$50 or \$75 a month on which to live. If they are to be elementary, secondary, or vocational students, the adult education program for the most part can give them what they want without forcing them to relinquish their jobs.

#### COURSES AVAILABLE IN THE ADULT EDUCATION PROGRAMS

Currently, we have found, the educational needs of veterans are served best by our program of evening classes meeting between 7:30 and 9:30 P. M. When a veteran enters an evening secondary school, he is interviewed by a trained counselor who evaluates his past scholastic record, discusses his objectives, and in terms of the educational opportunities available, advises him as to what course of action to pursue. General courses, technical courses, credit courses, informal non-credit courses, short courses, long courses, in fact any type of course that is consistent with the broad philosophy of public education in Baltimore may be offered. The program is the result of requests that are made or needs that are anticipated even before requests.

Realizing that time is a precious factor with veterans, as well as with adults in general, counselors explain that achievement and efficiency are emphasized in all our adult classes. Time as such is a convenient organizing device, but not an unmodifiable factor in our adult program. If the veteran or other adult is a regularly registered student in one of our evening schools, he may pass any of his required subjects by classroom examinations as soon as he is prepared. In addition, counselors advise students who may wish to

study other subjects at home in addition to those they are taking in school, that they may secure credit for such studies that fit into their selected programs by taking examinations under the State Equivalent Certificate examinations. All credits earned under these State Department of Education examinations are accepted by the evening schools, and they help materially in reducing the length of time required to accumulate sufficient credits to gain a high-school diploma or, under the state, an equivalent certificate to a high-school diploma.

Some returning veterans may have rather ambitious educational desires which must be built upon a high-school foundation. Perhaps a large part or even all of this high-school work has yet to be acquired. Perhaps it is of the utmost importance that this program be speeded up as much as possible. Such individuals, if they have the desire, the industry, and the ability, may attend the regular day school for a program of their own selection, may add to it one or two subjects taken in the evening school, and may continue their work in one of the summer high schools. The only restriction on the amount of work such students may do will be their ability to carry such a heavy program successfully.

The opportunities mentioned in the previous paragraphs assume that the veteran is ready and willing to fit into the already existing educational program of the city schools. Some, however, may wish to complete their high-school work and prefer to do it during the day, yet hesitate to return to the regular day school and work with boys and girls so many years younger. For such young men, in case there is sufficient demand after the war, Baltimore plans to open within one of its present high-school buildings a separate high school for veterans only. To this the young men may come for any regular high-schools subjects whether or not they wish to use such work for a diploma. Here, in a day high school for adults, they will associate with maturer individuals, take what they wish, and proceed at their own rate of speed.

#### COURSE AVAILABLE IN THE VOCATIONAL SCHOOLS

So far, we have mentioned only the educational opportunities existing for those who wish work similar to that which is offered in the regular secondary school. Many will not want the regular high-school work, many will have no need or desire for a high-school diploma. They will, however, desire a program of vocational training that will fit them for a career in industry. The Baltimore vocational schools will try to fill this need which will be more complicated and more difficult, in many respects, than the War Production Training Program. There are no reliable data about the number of war veterans who will want vocational training under the GI Bill—P.L. No. 346,—but it is assumed that a large percentage of veterans will want specific types of vocational training. This is also true of veterans who will be eligible for training under P.L. No. 16.

Since up to the present time veterans have been returning in small numbers only, it has been impossible to provide separate vocational classes for the

few desiring training. No adequate or clear-cut provision has been made in either of the war veterans' bills for financial aid to school systems which will be called upon to provide training for veterans. The training, therefore, must be done largely at the expense of the state or local communities. It is possible that some way may be found by the Veterans Administration to approve payment of tuition and other expenses to public school authorities.

#### THE WAR PRODUCTION TRAINING PROGRAM

Under the War Production Training Program, which was discontinued as of May 31, 1945, it was possible to provide suitable programs of training for the war veterans in a limited number of trade courses. They fitted into the classes very well, because all of the trainees were adults. The program of instruction was especially adapted to the needs of men and women. Federal funds were available to meet the costs of training. When the program closed, the Department of Education took over a number of the War Production Training classes, which are still being operated, but the twenty-three veterans who were in training at the end of May, were placed in "on-the-job training." Forty had completed training as of that date and were engaged in remunerative employment.

The first veteran entered a vocational training course under the War Production Training Program on September 13, 1943. Since that date, thirteen white and twenty-six colored trainees have been enrolled in vocational courses under P.L. No. 16. Under P.L. No. 346, there has been a total of twenty-four trainees, ten of whom were white and fourteen colored. This made a grand total of sixty-three veterans in training. With the exception of three veterans who were assigned to the regular vocational classes at the Carver Vocational High School, all trainees have been enrolled in the various War Production Training classes. Experience with the veterans in the all-day vocational school, has been very satisfactory. Our regular classes have been small and only a few veterans have been enrolled. Pending the entrance of large numbers of veterans into the vocational program, it will be necessary to assign the few to regular day school vocational courses.

Of the sixty-three trainees, twenty-nine have been enrolled in the radio service course. The second most attractive course is refrigeration, with an enrollment of eight. The remainder of the trainees have been enrolled in a variety of courses, including industrial sewing, shoe repairing, auto mechanics, aircraft mechanics, plumbing, electric welding, mechanical drafting, electric motors, machine shop, truck driving, and tailoring.

It is hoped to establish a guidance service for veterans in the near future. They must be given assistance in the selection of their job objectives. In doing this, a study must be made of their educational background, their work experiences, aptitudes, and learning capacities. Furthermore, it will be necessary for this service to work in close co-operation with the Veterans Administration.

The vocational program for veterans in Baltimore will provide instruction on all levels of less than college grade. There are classes for those with desires and abilities to fit themselves for semi- or single-skilled occupations. Other groups will train for the highly skilled vocations. Some will be accommodated in vocational-technical courses of post-high-school level. It will be possible for students who have left school before completing senior high school, to complete work which will qualify them for vocational high-school diplomas.

#### SPECIAL VOCATIONAL COURSES AVAILABLE

Plans are being made to expand the vocational training program for veterans. The majority of the War Production Training facilities are available for use in training veterans. A number of the shops in the day vocational schools where courses have been suspended for the duration, are also available for use in providing courses for veterans. It is also possible to set up new courses in several of the buildings where there is adequate space. Full-time day courses, of thirty hours a week, can be offered, and also supplementary training of four hours or more each week, will be available for those desiring such training.

The vocational courses which are now available or will be made available later, include aircraft mechanics, aircraft sheetmetal work, acetylene welding, auto mechanics, business courses (stenography, office machines, typing, book-keeping), commercial art, cosmetology, dressmaking, electrical courses (wiring, motor, and instrument work), electric welding, food trades (chefs, waitresses, cooks), industrial sewing, machine-shop practice, mechanical drafting, painting and decorating, pattern making, plumbing, printing trades, radio service, refrigeration, sign painting, shoe repairing, and tailoring.

Thus, it is seen that returning veterans may attend the regular senior high school, the adult education classes, the vocational schools, or, if they so desire, may attend special classes planned for veterans only.

#### **Persons in Rehabilitation and Education Service of the Veterans Administration**

**I**N March, 1944, the workers in the field of rehabilitation and education in the Veterans Administration formed the Vocational Rehabilitation and Education Association. Eligibility for membership is based on certain minimum educational and experience qualifications as set up in its Constitution. Dr. Norman M. Grier, University of Pennsylvania, Philadelphia, Pa., is secretary. Annual dues are \$1.00 per year. One of the purposes of the Association is "to provide an organization through which all those engaged in (1) the advisement of vocationally handicapped adults and (2) adult educational counseling and guidance may exchange information to their mutual advantage."—*News Letter* (May, 1945) of the Vocational Rehabilitation and Education Association.

## Los Angeles Educational Program for Veterans

MAURICE G. BLAIR

*Assistant Superintendent, Educational Curriculum Division, Los Angeles  
City School System*

**T**HE Los Angeles City Schools' educational program for veterans and servicemen has grown tremendously in keeping with the increased demand for educational services on the part of a continuing larger number of servicemen returning to this area. The metropolitan area in and around the City of Los Angeles includes a population of approximately 3,000,000 people with a school population of more than 325,000 pupils in all levels of our public school system.

From this area we have sent more than 300,000 youth into the Armed Forces many of whom are returning home with a desire to continue their education and training. In addition to this number several million have passed through the state of California or have been stationed in this state. From these groups we are receiving hundreds of requests and applications for all types of educational services.

These requests and applications for educational services are received from every branch of the Service and from all theatres of the war in which our troops are stationed. They are primarily concerned with the problems of how they may complete the requirements for a high-school diploma and continue their post-high-school education in the junior college or university or the technical courses or schools which are available to them in acquiring a vocational or trade skill.

The Los Angeles City Schools and the citizens of this community have wholeheartedly assumed the responsibility to

1. Make the "*Bill of Rights*" serve our fighting men.
2. *Offer a Bill of Goods* to do a job.
3. *Assume a Bill of Responsibility* to the end that every returning veteran has every opportunity to complete his education, train himself for a job, take his normal place in the community, get a job, and have a home.

The Board of Education, superintendent and staff, and the administrative and teaching personnel of our schools are pledged to a program of *the best service—in the shortest possible time and with the greatest results.*

### STATE TRAINING CONFERENCE ON VETERANS EDUCATION

Representatives of the Los Angeles City Schools met with representatives of other school systems and agencies from towns and cities throughout California in a two-weeks' Training Conference for counselors and veterans held at California Polytechnic School, San Luis Obispo, California. This conference was sponsored by the State Board of Education. The various representatives

and agencies concerned with the returning veteran met and discussed in detail the functions and services which could be made available. The objective of the conference was to clarify the benefits and the services of the various agencies and to develop a program that would give the serviceman, returning to civilian life as a veteran, an optimum of assistance with a minimum of confusion and delay.

California will have a higher percentage of veterans than any other state in the United States. It is anticipated that there will be approximately 1,000,000 veterans in California after demobilization. There are already 86 military and naval hospitals in California to date. Many other servicemen have been stationed here for long periods. A large per cent are making plans to stay or return soon.

#### *Purpose of the Conference*

The conference was called by the chief of the Division of Readjustment Education of the State Department of Education. The purpose of this division is to:

1. Provide co-ordination of the various agencies
2. Improve individual workers in the veterans services
3. Gather information regarding each agency's responsibility and method of functioning
4. Study personal problems of returned veterans
5. Study impact of problem presented by displaced war workers.

At the present time, the department has one office in Sacramento, but it is anticipated that there will be other offices established in San Francisco and Los Angeles.

#### *Agencies Represented*

The California Training Conference for counselors of veterans was held at San Luis Obispo under the sponsorship of the State Department of Education which was represented by Robert R. Hartzell, Chief of the Division of Readjustment Education. H. B. McDaniel, Chief of the Occupational Information and Guidance Service of the State Department of Education, served as discussion leader and chairman during the conference. The Agencies and Institutions represented were:

United States Office of Education, Occupational Information and Guidance Service.

California State Department of Education Occupational Information and Guidance Service, Division of Readjustment Education, Bureau of Vocational Rehabilitation.

American Red Cross

State Veterans Welfare Board

War Manpower Commission, United States Employment Service

State Selective Service, Veterans Personnel Division

Veterans Administration, Advise ment and Guidance Subdivision

Twelfth Naval District, District Civil Readjustment Office  
 Eleventh Naval District, Office of Educational Services  
 Twelfth Marine Reserve District, Rehabilitation Office  
 United States Naval Hospital, Educational Services Office  
 Veterans Service Center  
 American Legion Department of California  
 University of California  
 University of Southern California  
 Chico State College  
 Los Angeles City Schools, Military and Vocational Guidance, Educational Curriculum Division  
 Oakland Public Schools  
 San Francisco Junior College  
 Santa Maria Junior College  
 San Luis Obispo High School and Junior College  
 Bakersfield Junior College  
 San Diego Vocational High School and Junior College  
 Los Angeles County Schools  
 Los Angeles Evening School for Adults  
 California Polytechnic School  
 San Luis Obispo City Schools

The Conference was handled in a very efficient manner with an official representative from the following agencies, each *presenting* the work of that agency:

1. Veterans Administration
2. California Veterans Welfare Board
  - a. Real Estate Loans
  - b. California Educational Institute
3. American Red Cross
4. United States Employment Service
5. Selective Service
6. U. S. Naval Hospital Educational Service
7. U. S. Navy Civil Readjustment Office
8. U. S. Navy Educational Service
9. U. S. Marine Corps Rehabilitation Office
10. American Legion Service Office
11. USES Veterans Division
12. U. S. Office of Education
13. California State Department of Education
  - a. Division of Readjustment Education
  - b. Bureau of Occupational Information and Guidance
  - c. Bureau of Vocational Rehabilitation
14. Representatives of universities, state colleges, county schools, and city schools.

The formal presentation by each of these individuals was followed by a discussion period that allowed questions to be asked and answered regarding



specific responsibilities and inter-relationships with other agencies. Two or three over-all discussions were very valuable in developing the ramifications of the multitude of problems that confront the adjustment of the veteran back into civil life. General discussion of the organization, operation, and techniques to be used in counseling veterans was most helpful.

Representatives returned to Los Angeles and called together representatives of schools, colleges, and all agencies in this locality concerned with the returning veteran. This group was known as the Educational Conference on Veterans' Education.

#### MONTHLY CONFERENCE ON VETERANS' EDUCATION

Dr. Rosco C. Ingalls, Director of Los Angeles City College, served as chairman of the Educational Conference on Veterans' Education which met monthly with representatives of the following organizations:

1. Los Angeles City High Schools
2. Southern California Junior Colleges
3. Four-year liberal arts colleges
4. University of California at Los Angeles
5. University of Southern California
6. Director of Secondary Curriculum for the Los Angeles City Schools
7. Central administrative officers for the Los Angeles City Schools
8. Central administrative officers for the Los Angeles County Schools
9. Parochial schools
10. Private schools of the Technical Institute and specialized types
11. USES Veterans Division
12. Veterans Service Center
13. State Bureau of Vocational Rehabilitation
14. Veterans Administrative Bureau

The Conference has been a workshop type conference conducted on an informal discussion basis. Its objective has been to advise, consider, and suggest trends and matters of concern in service to returning veterans, to exchange plans and experiences on practices and procedures governing counseling, information, referrals, credits, training programs for veterans, and to co-ordinate the work and service of all agencies concerned so as to expedite programs and eliminate duplication.

Six conferences have been held to date. Testimony of all participants indicates the high working value of these conferences. It is the unanimous opinion that they should be continued as an aid in clarifying problems to be met in developing common practices and procedures in administration and in advancing the quality of educational services to veterans.

#### A. Purpose of the Conference:

1. Co-ordinate our work and service.
2. Advise, consider, and suggest on problems of returning veterans.
3. Establish practices and facilitate counseling, information, referrals, credits, education, and training.

B. *Tentative Conclusions and Working Procedures:*

1. The veteran needs hospitalization, guidance, education, employment. It is important, therefore, that we understand his *state of mind* and his expectation that people will keep promises they make. There are many things in civilian life that he finds it difficult to understand, e.g., rationing, civilian salaries, jobs, taxation, insurance.
2. With the increase in numbers of veterans discharged in California each month it is evident that all school units must prepare to accept responsibility for counseling and advisory services to veterans.
3. The State Department of Education is expected to take leadership in securing reimbursement to public school units for educational services rendered to veterans.
4. The junior colleges must serve the veteran in his desire to secure a high-school diploma.
  - a. The answer is readily available in the four-year junior college (grades 11, 12, 13 and 14).
  - b. In the two-year junior college, co-operative arrangements with the high schools and/or evening adult high schools must be operative.
5. Advisory and counseling service to veterans is a specialized and technical assignment requiring a thorough understanding of
  - a. Abnormal psychology
  - b. Psychometric testing principles and practices
  - c. Interview techniques
  - d. Adequate occupational information.
6. Guidance services should be centralized and co-ordinated as much as possible so that similar standards of evaluation will prevail and so that the veteran will not desire to "shop around". A community veterans service center appears to be a highly desirable development.
7. Los Angeles schools plan to establish a Veterans Educational Service Center under the supervision of the Adult Education Section.
8. Many veterans need educational service of less than college grade. More attention must be given to this need. Vocational training must be geared into the needs and activities of the community and should fit the veteran for a job.
9. Men judged qualified to do successfully work of college grade may be admitted to the university and to liberal arts colleges as special students with a waiver of the high-school diploma entrance requirement. This policy is being adopted by an increasing number of colleges and universities.
10. The proving ground on which veterans can best demonstrate ability to do work of college grade will be the junior college or the adult evening high school.

11. Each veteran presents an individualized and personalized problem and must, therefore, be adequately adjusted on these bases by a skilled counselor.
12. The Veterans Administration is favorable to the use of the flexible educational services available in junior colleges.
13. The Veterans Administration plans to expand the number of centers where complete testing services for veterans will be provided (four centers in Southern California).
14. Conferences of the type here reported should be continued for values rendered in clarifying problems to be met, developing common procedures in administration and in advancing the quality of educational services to be provided for veterans.

*C. Problems Presented by Returning Veterans to the Los Angeles Schools:*

1. The various offices and schools concerned should organize to avoid duplication of services.
2. There should be agreement among the various offices and schools concerned as to jurisdiction.
3. Agreement should be arrived at on procedures to be used in the guidance of veterans and this function allocated.
4. All concerned should be aware of the potential values for building good public relations for the schools through our decisions and procedures for meeting the needs of veterans.

*D. Procedures Agreed Upon:*

1. A referral card to be printed and used for the inter-change of services—City College, Metropolitan High School, Senior High School, and the central offices.
2. High-school diplomas for veterans were to be routed through Metropolitan High School and the special services there provided.
3. A representative of the Los Angeles schools and the services they are prepared to present would be located at the Veterans Service Center whenever that Center is ready to absorb such a person and the schools have the qualified person available to carry on the work of such a service.

*E. Agreements Developed Through Discussion:*

1. Uniformity in arrived-at decision which evaluate credits for college and for high school is to be established, operated, and maintained. See and use available publications now in existence; for example, those of the American Council on Education, California State Junior College Federation, California Committee for the Study of Education, and the statement of policy of the California Secondary-School Administrators, and the statement of policy of the Los Angeles City schools.

2. Co-ordination of educational counseling should be established with the Veterans Administration, Veterans Service Center, USES, high schools, colleges, and testing services.
3. The nature of educational programs provided by junior colleges together with flexibility in administration makes it highly desirable that junior colleges be used to the maximum in adjustment services and educational programs for veterans.
4. Testing services which evaluate interest, scholastic aptitudes, and emotional stability are urgently needed as solutions for veterans' educational planning are developed. These services must be provided on a satisfactory basis in order to promote the interest and welfare of all persons and agencies concerned with the program.
5. The relation of the evening high school to educational offerings for veterans should be explored and available services utilized.
6. All agencies working on problems of veterans education should seek to establish "one-stop service" as early as possible and on an effective operating basis. Services to be provided include guidance, educational counseling, employment placement, testing service, high school, college, and university relationships.

#### THE CENTRAL MILITARY ADVISORY COMMITTEE

In 1941 the Central Military Advisory Committee<sup>2</sup> was appointed by Superintendent Vierling Kersey to assist in the evaluation, placement, guidance, and service of the returning veterans. These representatives served as a central advisory group to standardize and facilitate the entire program as it affects the Los Angeles City area, including decisions upon the:

- Policy
- Residence Status
- Educational Facilities
- Interpretation of "Credit for Military Services"
- Evaluation of Credits

#### *Evaluation, Placement, Guidance, and Service*

1. Evaluation of service training and experience for credit
2. Placement of returning veteran in schools and training programs
3. Guidance in matters of education and training
4. Service to the limit of our personal abilities and community facilities to the end that G. I. Joe may not only have a warm, human, friendly contact, but a positive, direct, and immediate help to meet his needs. No "run around", but a one-stop service with an answer on the first stop.

<sup>2</sup>The Central Military Advisory Committee is composed of: ALBERT E. BULLOCK, *Principal*, Metropolitan High School; HOWARD A. CAMPION, *Assistant Superintendent*; KENNETH M. KERANS, *Dean of Men*, Los Angeles City College; ALFRED LEWERENZ, *Supervisor*, Educational Research and Guidance Section; G. MILLAGE MONTGOMERY, *Assistant Superintendent*; HERBERT F. POPNOE, *Supervisor*, Superintendent's Office; HERBERT S. WOOD, *Principal*, Fremont High School; and MAURICE G. BLAIR, *Assistant Superintendent*, Educational Curriculum.—CHAIRMAN.

*Policy*

The Los Angeles City Schools are wholeheartedly committed to a program of guidance, education, and service in keeping with the interests and needs of the returning serviceman and woman. Every school will assume the responsibility of giving immediate service and of affording whatever facilities are necessary in the best interests of those who have served their country.

*Residence Status*

1. The Los Angeles City senior high school in which the returning serviceman or woman was last enrolled for any appreciable length of time, will assume responsibility for guidance, service, and the granting of a diploma.
2. Attendance in a Los Angeles City junior high school and one or two weeks in a Los Angeles senior high school is sufficient to establish residence.
3. Servicemen on leave or duty, requesting information on courses of study leading to a diploma, may be referred directly to the school or central Military Advisory Committee.
4. Returning servicemen and women who have not been enrolled in a Los Angeles City school may be referred to the Central Advisory Committee for evaluation of credit, guidance, or programming. However, wherever possible, individual schools should handle these cases.

*Educational Facilities*

There are six possible areas of educational service available to returning servicemen and women. They are:

1. Senior High School
2. Adult Day and Evening School
3. City College
4. Private schools, Universities, and Colleges
5. Special service school or service branch or unit set up in one of our secondary schools (Veterans Educational Center located at Metropolitan High School or the City College)
6. Frank Wiggins Trade School.

Factors affecting enrollment may include problems of transportation, need for work, personal interest or desire, social adjustment, maturity of the individual, conformity to the school program and school standards, and the facilities available.

*Interpretation of Military Credit*

There are a number of considerations which seem sensible to follow when translating military experience into high-school credit. First, it seems logical that the specific subject field requirement in a curriculum pattern should not be adhered to too closely. If the serviceman is, in his experience, realizing the same objectives as those of courses which would be required of him in school, that in itself is adequate. Thus, if he learns the various ranks and the jobs

possible, in the Navy for instance, he has learned the essential element of vocational orientation. Likewise, if he has learned to get along with the officers and men, he has the essence of the psychology of the individual and family. It seems entirely reasonable to give credit for experience in the field of geography, applied arithmetic, cooking, care of machinery, etc., and interpret them into the appropriate school subjects.

About the only exception should be the basic English skills and the required American history and civics which, it is presumed, all high-school students have had. Few servicemen will think it strange to be asked to take an Armed Forces Institute course in history or civics because their very experiences have made them keenly aware of the significance of these subjects. The granting of credit for physical education, for example, is a simple and logical matter when the servicemen's officer will indicate that the serviceman is in good condition. His very ability, under war conditions, to stand the physical rigor, is plain evidence of his condition and he may well be granted the number of semester credits equivalent to the time he has spent in the service of his country.

Therefore, a liberal interpretation, based upon common sense application, is a desirable plan to follow. If the Service experience is valid; if the knowledge, skills, and attitudes learned are reasonably comparable to that learned in high-school courses; then credit should be given as freely as if the student were in high school.

Some of the general principles involved in the interpretation of credit for Military Service were stated as follows:

1. Liberal interpretation based upon common sense. Give generously but not cheaply.
2. It is not necessary to adhere too closely to the subject-field requirements in the normal curriculum pattern.
3. The growth, experiences, and learning in the Armed Forces is often of greater educational value than many in-school electives. Can be measured by use of USFI "General Educational Development Test."
4. The basic requirements of the State or City Board of Education must be met—*English, U. S. History and Civics, and Laboratory Science*. (This does not necessarily refer to Life Science, Fine Arts, Practical Arts). Basic requirements can be met by USAFI courses and tests.
5. The requirements for entrance to the university must be met on an accredited basis, examples being, examination, tests, or accredited courses. Some colleges and universities are accepting GI veterans without the usual entrance requirements.
6. In meeting the total number of credits required for graduation from high school, there are many experiences and systematic learning situations which are comparable to other elective offerings in the curriculum.
7. Merchant Marine is not classed under the Selective Service of the Armed Forces and credits are evaluated on a basis of work experience (Two

hours are equal to one in the classroom). Pre-training or basic training in the Merchant Marine has equal possibility of evaluation for credit. Completion of the Maritime Commission School is comparable to the Navy Boot Camp. Major difference in the granting of credit for Merchant Marine is the interpretation on a basis of work experience. No special favors. Evidence submitted at the end of a term or year for evaluation. Should not leave school early except in cases of necessity.

8. Experience and training in the Armed Forces is on a much more intensive scale—greater maturity—and usually on a 24-hour-day basis. Not necessary to hold to a twenty-week period as customary in our school program.
9. Difference in granting of diplomas:—A-12 students leaving after five weeks or more in school receive diplomas with regular class. B-12 students and A-12 students attending less than five weeks have credit evaluated and receive diplomas at a later date.

#### *Evaluation of Credits*

"It is recommended that no school credit be given for training which has no counterpart in civilian life. That the total amount of credit which should be allowed for the completion of acceptable specialist training programs should be determined by:

- a. "The total amount of credit for vocational courses a school now allows toward graduation from its own program; or —
- b. "The total amount of credit for vocational courses a school is willing to accept by transcript from other schools; or —
- c. "The total amount allowed by the state or regional accrediting agency in the territory where the school is located."

#### RECOMMENDATION

"That the subject- or field-test results obtainable through the U. S. Armed Forces Institute for all educational work be accepted as a measure of the competence of the student in the subject or course. The amount of school credit assigned should be comparable to the amount of credit the school would grant for the successful completion of the same, or equivalent, subject or subjects taken in the school. The time, which the student in Service has spent in attaining such competence should not be a determining factor in the allotment of the amount of credit granted."

#### COUNSELING FACILITIES FOR SERVICEMEN AND RETURNING VETERANS

The Central Military Advisory Committee has maintained a guidance service both for men now in the Service and for returning veterans. These cases are received from the Veterans' Service Center, the State Department of Vocational Rehabilitation, the universities, high schools, and education officers in local military establishments. When the applicant comes to the office a preliminary record of his case is made out on a form which will preserve the history of his counseling. With this basic information at hand, the counselor interviews the veteran to determine the nature of the problem in order to recommend the proper assistance.

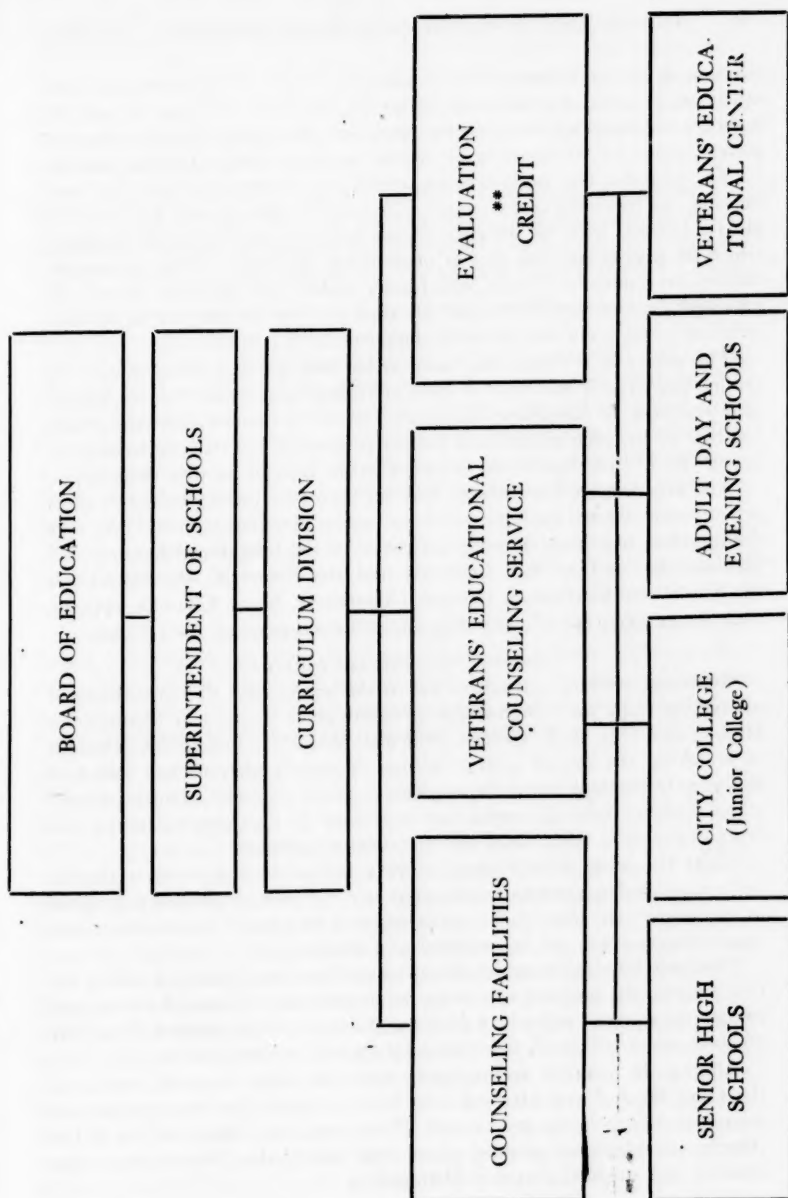


Though there are a great many kinds of cases, one can mention four general types of which the others are variations. The first major group is composed of men still in Service. A number of these individuals entered the Army or Navy prior to graduation and find that they need a high-school diploma in order to be entitled to a promotion. Other men still in Service find that their experiences in the Army or Navy have changed their ideas as to their post-war vocations. They come for help to determine the kind of work they should study while still in Service as preparation for earning a livelihood after they return to civilian life. The second major group coming for help is comprised of discharged servicemen who either wish to secure a high-school diploma or who do not wish to go back to their old work in civilian life and who do want help in discovering the best field in which to take training.

In the case of men who are uncertain as to their future goals, it is necessary to use interest inventories, intelligence tests, special ability measures, and achievement batteries. For men who simply wish to complete their high-school work, educational achievement tests are usually sufficient.

In discovering interests, ordinarily two or more interest inventories are employed, such as those prepared by Brainard, Cleeton, Kuder, Strong, and Zimmerman. These measures are built around much the same general areas of interest which can be grouped into the six fields of "Aesthetic," "Commercial," "Mechanical," "Natural," "Scientific," and "Social." Comparative profiles are drawn on graph paper so that the agreements and disagreements between the several measures used can be at once observed. Having found a definite area of interest, an attempt is made to discover the probable ability level at which the person would be successfully employed. In this connection, intelligence tests and special aptitude tests are used. These latter might be tests of art, scientific ability, musical ability, selling ability, etc. In some cases educational achievement batteries and personality tests are used as measures of potential ability either to prepare for or perform a certain type of work. In the case of men who simply wish to complete their requirements for high-school diplomas, considerable use is made of the USAFI *Tests of General Educational Development*. High schools are accepting satisfactory scores on these tests in lieu of courses taken in granting high-school diplomas providing legal requirements have been met.

Examinees usually spend from one to eight hours taking tests. After these have been scored, the counselee returns for further interviews. At this time the results are discussed. Major fields of interest are verified and an effort is made to see if there are any interests which have not been revealed by the inventories. Starting from these mutually agreed upon interest areas, the counselor and counselee work with lists of occupations classified according to the same interest areas used in the inventories. The counselee selects certain occupations which appeal to him most. These occupations then are given more intensive study. With the aid of occupational information, this preliminary



selection is further reduced. Certain jobs are thrown out as impractical and others are retained as possibilities. When the list is down to four or five job names, experienced advisers in those particular job areas are brought into the picture, either by telephone or by referral of the counselee to these experts.

The counselee may need to make several visits before arriving at any final decision, but before the case is considered closed the counselee will have worked out for himself, with the information and help provided, a definite program which he feels is one that he can immediately undertake. These recommendations are summarized in the case history booklet as a matter of record. All tests and their related information are then filed in a folder for future consultation in the event the counselee should return for further help.

The nature of the cases that have so far been received has permitted no routine care as each one seems to have individual needs which call for specialized treatment. In completing each case, there is the desire to have the person feel that he has been treated as a distinct personality and that the recommendations worked out have been arrived at on the basis of his own thinking.

The Los Angeles City Schools have set up a new bureau staffed by competent people selected from the returning veteran personnel who will take over the functions and duties formerly performed by the Educational Research and Guidance Section (Dr. A. S. Lewerenz, and Mrs. Frances C. Ver Bryck) and the Educational Curriculum Division (Maurice G. Blair). Chart on opposite page shows set-up for administering the education program for veterans.

#### VETERANS' EDUCATIONAL CENTER

Returning veterans and others still in the service have the opportunity of completing work for a high-school or eighth-grade diploma at Metropolitan High School (Mr. A. E. Bullock, Principal, Miss Mary Johansen, Counselor) or of taking any one of several business courses at Metropolitan School of Business. In the high-school department, a special counselor evaluates former school records, training courses, and experience in the Armed Services, and other evidences of educational and vocational experiences.

Tests are given in high-school subjects and graduation credit is allowed for passing grades. Veterans may enter at any time and are allowed to progress as fast as they are able. They are not required to spend a semester or a year upon subjects which can be mastered in a shorter time.

Over one hundred returned veterans were tested and counseled during the first semester the program was in operation; over seventy entered classes; and twenty-two received high-school diplomas at the end of the semester. Practically all went on to college. A few entered trade and business courses.

During the semester arrangements were also made to enroll men from the Long Beach Naval Hospital who were not ready for re-assignment but who were able to be up and around. These men were allowed to live in Los Angeles provided they attended school four hours a day. Nine of these men enrolled and attended classes at Metropolitan.

Over one hundred veterans still in the Service have written for evaluation of credits and guidance in planning work necessary for high-school graduation. Two of these men completed their work by correspondence and have already received their high-school diploma.

It might also be added that Metropolitan High School co-operated with the Los Angeles City College in granting high-school diplomas. By this arrangement a high-school diploma may be awarded an ex-serviceman who has met the requirements even though his work has been taken at the City College.

In the elementary department, veterans with less than a high-school education are given tests to determine their grade placement. They are then allowed to progress as fast as they are able toward the mastery of the minimum essentials for completion of the eighth grade. Through this method, one sincere, intelligent young man in his middle twenties, who had left school at the fifth-grade level was granted his eighth-grade diploma in three weeks of time. Another man received his diploma about a month after he entered the class. On the other hand, one young man had to be taught to read and is progressing much more slowly.

Up to the present time, few have entered Metropolitan School of Business. However, one training officer estimates that about two hundred veterans will enter this year.

In addition to the Veterans' Educational Center at Metropolitan High School, Los Angeles has twenty-four day and evening schools which are offering opportunities to veterans in the late afternoon and evening, and have set up special facilities for evaluation, placement, and guidance, and some testing for the applicants who come directly to them for assistance.

#### *Adult Day and Evening Schools*

As an example, we have taken one of our typical high schools located in the center of the city, John H. Francis Polytechnic Evening High School, Mr. William Q. Osburn, Principal. Mathematics, science, social studies, English, and foreign language are all presented from the adult point of view. A limited number of vocational courses include: course for dental technicians; course in refrigeration maintenance; course in radio theory, maintenance, and repair; course for machine shop apprentices in related subjects; special courses for the hard of hearing; and special courses for the blind. Standard courses in book-keeping, office practice, shorthand, and typewriting, business law, etc. are available. The school is fully accredited by the University of California, and special attention is given to the completion of college entrance requirements. All students are encouraged to secure a high-school diploma. Furthermore, the adult day and evening schools add whatever courses that have sufficient demand in the part of the community in that area. In San Fernando Valley we have courses in the adult day and evening high school which give training in agricultural pursuits; such as, animal husbandry and stock raising.

*Los Angeles City College*

College curriculums of a unique type with an occupational objective are provided on a two-year basis leading to the degree of Associate in Arts. These curriculums include: Two-year Semi-Professional Curriculums in Air Lines Operation and Management; Art (Advertising, Industrial Designs, Interior Decoration, etc.) Business Administration; Accounting; Secretarial; Dental Assistants; Dramatics (Acting, Directing, Producing); Engineering (Aviation, Civil, Electrical, Mechanical); Journalism; Mortuary Management; Music; Nursing; Photography; Police Work; Radio (Broadcasting and Production, Technical); Recreational Leadership.

Offered also are: Two-year Pre-Professional courses in Art; Business Administration; Dentistry; Engineering; Forestry; Journalism; Law; Liberal Arts; Medicine; Music; Nursing; Optometry; Osteopathy; Pharmacy; Social Welfare; Teaching.

Veterans released too late to enter the College at a regular registration date may apply for admission at any time. Registration after the regular registration period is limited, however, and must be under the following plan: The veteran may enroll for basic courses in mathematics, English, psychology, and political science. The mathematics and the English may be at any level which the applicant is prepared to undertake. Such entrants are given the opportunity on a tutorial basis to make up the work of the semester which has been missed, and provided the Semester Final Examinations are successfully passed, to receive full college credit in these courses. If the veteran does not wish to undertake all the courses named, he is required to register for a course in English and he may elect any two of the other three, or he may register for English and any one of the other three, and in addition follow a selected course in art, music, drama, radio, engineering, journalism, or recreational leadership.

The veteran who has not completed high school may apply for admission and will be considered on the basis of his success in taking the USAFI *General Educational Development Tests* or the USAFI subject examinations given by the City College.

An Employment Service Office, operated full time, is available for all City College students without charge.

Two ten-week evening sessions giving regular courses for college credit are available each semester. These evening classes are providing unique opportunity for all eligible persons who are regularly employed in day-time hours.

## CALIFORNIA STATE FEDERATION OF JUNIOR COLLEGES

The California State Federation of Junior Colleges has a state committee<sup>2</sup> which gives consideration to the policies and practices in the granting of

<sup>2</sup>The Junior College Committee on Credit for Military Service is composed of the following personnel: DR. J. PAUL MOHR, San Francisco Junior College; DEAN W. T. WORTHY, Glendale Junior College; DEAN HAROLD F. SEAL, Long Beach City College; PRESIDENT O. SCOTT THOMPSON, Compton Junior College; DIRECTOR ELMER S. SANDMEYER, Santa Monica Junior College; DEAN HAROLD E. CHASTAIN, Placer Junior College; and PRINCIPAL J. O. McLAUGHLIN, CHAIRMAN, Reedley Junior College

credit for military service and the problems of placement, in the educational and training programs in the various junior colleges throughout the state. The following are recommendations for Credit for Military Services and for courses pursued while in Military Service:

1. That when enlistment or induction makes it impossible to finish the semester, credit be granted on the following basis:
  - A. If 2/3 of the semester has elapsed, full credit be granted in the specific subjects carried with grades based upon the grades achieved by the student up to the date of withdrawal.
  - B. If less than 2/3 of the semester has elapsed, proportionate general elective credit be granted based upon the number of weeks attended.
  - C. Where credits under A or B would complete the requirements for graduation that a diploma be regularly granted.
2. That those students withdrawing during the semester be granted credit only upon application for such credit to the proper junior college administrator for decision in accordance with the junior colleges' policy. Application for such credit should be accompanied with proper evidence of induction or enlistment.
3. That credit for Military Service be granted only upon application to the proper junior college administrator for decision in accordance with the junior colleges' policy. The application should be accompanied with proper evidence of Military Service.
4. That applicants for credit for Military Service, who have had no previous college work or whose previous college work is below "C" average, be required to prove their capability of doing satisfactory college work in twelve (12) semester units of residence work before credit for Military Service is granted.
5. That the credit for Military Service be recorded on the student's record as such and be accepted at full value for the junior college diploma or degree, Associate in Arts.
6. That the junior college grant a maximum of six (6) elective (or general) semester units for Military Service without regard to the field of Service. This maximum may be secured only by a minimum of at least six months actual service. (This corresponds to the lower division ROTC credit.)
7. That in those instances where the military trainee pursued non-vocational courses or received specialized training in a vocational skill comparable to the courses offered in junior colleges, the junior college in question be permitted to grant specific credit for such courses or service based upon an examination passed by the applicant, or the completion of a satisfactory performance test, or upon presentation of evidence of such courses having been carried satisfactorily while in Military Service.
8. That commissioned officers' training and experience be evaluated as in 7.
9. That the accrediting of courses and training leading to degrees in con-

tent and number of credits be based upon the evaluations and recommendations from two sources:

A. The Armed Forces Institute.

B. The California Sub-Committee on degree credit for work in U. S. Armed Forces Training Programs.

10. For the accrediting of courses and training that may be designated as "Terminal Courses".

A. That correspondence courses completed in accredited colleges and universities through the Armed Forces Institute or directly with such institutions be accepted at the value assigned by the institution giving the course; if no credit value has been assigned by the college or university, that credit be issued on the standard definition of "credit hour" provided the course included an examination substantiating adequate mastery of the course.

B. That terminal academic credit be evaluated in terms of the standard definition of "credit hour" provided proficiency tests substantiate the mastery implied. (If the test were taken in some other institution, the junior college shall require satisfactory information regarding the nature, scope, and thoroughness of the test.)

C. That vocational-skill credit be accepted by a formula which equates a full-time program of instruction and practice-training for a period of twelve weeks, 44-48 hours per week, to ten (10) units; and that credit for part-time or shorter programs be apportioned upon this basis.

D. That maximum amount of vocational-skill credit earned in the Armed Services allowable for the Associate in Arts degree be limited to ten (10) units for each specific skill or for each designated level of a skill, and that the total amount of credit for vocational skill-training be limited to forty (40) units.

11. That the maximum number of general elective credits to be gained through any or all of the methods covered in this report shall be guided by the action of the National Association of Collegiate Registrars.

12. That the recommendations be co-ordinated with such studies and recommendations as may be made by the California Committee for the Study of Education.

#### SUMMARY

In this article we have attempted to give a sort of broad, general overview of the opportunities and the facilities for the education and training of our returning veterans. We are receiving applications from every corner of the globe, both from men and women who wish to complete their requirements for a high-school diploma, and in many instances, those who wish to receive not only a junior-high-school diploma, but also a diploma of graduation from elementary schools. Among these applicants are many who have been former students in our elementary, junior high, and senior high schools, and a very



appreciable number are people who have heard about our educational and training program and who have never even lived in this locality.

We have endeavored in every instance to give immediate and personal service in the way of advice and concrete assistance, either directly through our own school system, or in transferring the information, with suggestions, to the school and locality from which they came. It has been our policy that in order for us to grant diplomas, we must see the individual; we must know him; and that, as a general rule, he must have established a residence of at least a semester in one of our city schools. To date we have been very successful in solving many of the problems which are of vital importance to the returning veteran. The future possibilities as they affect the program, and the extent and nature of the program are many. Some of our schools, as we have stated, have two to four hundred students or more enrolled. In the high schools we have a scattering of veterans who are enrolled there because of their desire to return to their former school and because of transportation facilities which make it easier in fulfilling the attendance requirements.

We had thought of the possibility of organizing one of our big high-school plants as a school for veterans only, which we would staff, from administrators to teachers, with returning servicemen qualified to do the job of teaching. Undoubtedly, if demand continues to increase, it may be possible that further consideration may be given to this plan. We are attempting in every way possible to facilitate the techniques and methods of instruction in such a way that we may streamline both the contents of the courses and the length of the time required for attendance.

In September, 1945 the Office of Veterans Educational Counseling Service was fully established and assumed the over-all operations and functions formerly directed under the Central Military Advisory Committee with its related branches of service. This office will be responsible for co-ordinating Veterans' activities in the field of guidance and educational counseling; maintaining contact with Governmental and Veterans Welfare Agencies; conducting continuous surveys as to the problems and educational needs of veterans in the community; developing and conducting adequate counseling service for veterans; maintaining an active file of all current regulations and legislation concerning rights and privileges of veterans; selecting, administering, and interpreting all recognized guidance instruments and maintaining an adequate tests and measurements program; conducting a continuous public relations program; maintaining close contact with schools and colleges to determine academic requirements and standards for credit evaluation; and diagnosing and recommending corrective measures for veterans with mental, physical, and emotional handicaps.

There are many problems involved in the further development of the program in order to serve, adequately, the needs of all the veterans coming to Southern California. We are ready and we are willing!

## Education for Veterans

R. B. NORMAN

*Principal, Senior High School, Amarillo, Texas*

**T**HE problem of an educational program for veterans has not yet impressed itself upon the Amarillo Senior High School sufficiently to demand immediate planning. Our thinking upon the problem is in the formative stage. Local school authorities are not yet convinced of the responsibility and opportunity for veterans' education. There seem to be two schools of thought upon the subject of responsibility: one, that it is the problem and responsibility of the local high school; two, that it is the responsibility of the colleges and specialized schools. We would incline to the latter point of view.

This point of view is based on the assumption that veterans' education is essentially adult education. A very small percentage of veterans will be under twenty-one years of age. Even those under twenty-one will have had such experiences of separation, insecurities, exhaustive excitement, and deprivations that their point of view will be more on the adult order than the secondary-age level. It is predicted that the veteran generally will entertain disgust for the levity and frivolity of high-school teen-agers who have not seen Military Service. This may not manifest itself to the extent of social separation, but in educational attitudes and seriousness of purpose it is likely to be apparent.

The character of education, or might we say training, which the average veteran will seek and the methods by which he will demand it are, in our opinion, without the reach of the great majority of secondary schools. Sufficient objective evidence is not yet available for making accurate predictions concerning the effect which Military Service has had upon the thinking, the attitudes, and the desires of the returnee. Most likely the effect on the returnee, who has been away for a short period of physical, mental, and emotional maturation will call for special treatment and attention not possible in the ordinary high-school environment. Long periods, whether relative or absolute, of separation from the female sex, of loneliness, and of brooding will be calculated to mature and accentuate the mating instinct of the veteran to the point that his first step or desire upon return will be to marry and establish a home. To accomplish this he must have immediate earning capacity and a job. The great majority will be satisfied with a job, if available, without training, capacity for advancement, or education. The inevitable boom following soon upon the heels of the war will offer many attractive jobs. By the time the boom bubble bursts the returnee may be out of the notion of going to school. But for those who do go, it would appear that colleges, junior and senior, special training schools, and technical schools, in cities large enough to have them, will be best prepared to meet this need.

Already it has been demonstrated that returnees, with few exceptions, will not or cannot adjust themselves to the ordinary curriculum, activities, and life

of the secondary school. It is probably true that boys who for various reasons entered the Service before high-school graduation will be no better academic students upon their return than before leaving. The effect of GI methods of education, which have been most convincing to the GI as to their efficacy, will doubtless have much to do in the determination of the readiness with which the veteran will accept any type of education. It is not unlikely that veterans have been sold upon accelerated training, in lieu of the "time ripening" processes of general education. If this be correct, veterans' training or education must be accelerated, individualized, and released from traditional restrictions as to graduation requirements, combinations of courses, duration of courses, or time of beginning and ending courses. The veteran must be allowed to go as fast as his abilities permit.

Due in part to the possible roll which the local high school may have in veterans' education, a vocational unit, the plans for which are now under way, is to be added to the present school plant. Bonds for this unit have already been voted and sold. It is possible that a few of the younger returnees who have seen little or no active service will be fitted to the regular unaccelerated high-school course and vocational subjects in particular. The city of Amarillo owns and operates a splendid junior college, which has a small enrollment and excellent equipment for both academic and vocational subjects. The solution to the local veterans' problem will probably be solved through the facilities of the junior college, the West Texas State Senior College, sixteen miles from Amarillo, and other colleges and special trade schools in the state.

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### Postwar Planning Recording

*Postwar Planning for Young Job Seekers* is the title of a 16-inch (14 minute) recording produced by and available through the National Vocational Guidance Association, 82 Beaver St., New York 5, professional organization for the vocational guidance workers of America. Prepared for radio broadcasts, meetings of teachers and school administrators, as well as high-school and college classes in sociology, economics, and occupations, the transcription consists of a discussion by Harry A. Jager, Chief, Occupational Information and Guidance Service, U. S. Office of Education; Charles D. Stewart, Chief, Occupational Outlook Division, U. S. Bureau of Labor Statistics; and M. R. Trabue, President, National Vocational Guidance Association, and Dean, School of Education, Pennsylvania State College.

There is much discussion and concern about jobs for veterans, war workers, and women, the discussants emphasize. However, the young people now in school, who will be competing against veterans and more experienced workers in the postwar labor market, are almost forgotten. Suggestions for meeting the problem are offered.

## The Seattle Public Schools Plan School Services for Veterans

SAMUEL E. FLEMING

*Superintendent of Schools, Seattle, Washington*

**W**ITHIN two weeks I received two telephone calls which are probably as good an introduction to this article as anything I could use.

One call was from a friend who, as an alumnus, was meeting with a group of fraternity men to work out plans for helping discharged servicemen. He called me thinking I might know of some planning that had been done which would assist his group.

The other call was from a navy lieutenant who stated that a sailor had asked him to find out whether certain subjects which the sailor was planning to take with the Armed Forces Institute would count toward graduation from a Seattle high school.

I was able to tell each of the inquirers that any information which servicemen might want about the Seattle high schools was available through a full-time representative which the public schools maintain at the Veterans' Information Center. This representative not only has the information but he is authorized to commit all of the Seattle high schools.

This Veterans' Information Center is a project of the Seattle War and Community Chest. It is presumed to be the city's official all-inclusive source of information for servicemen. It does not provide the services for the men but directs them to services according to their need. The Council of Social Agencies, Red Cross, United States Employment Service, and public schools assign representatives to the staff.

The Seattle representative is performing an important service as he meets men who desire to advise with him. He is also learning first hand about the needs of servicemen so that the schools may work out a realistic program.

This initial contact of the veteran with the schools is very important. He is made welcome but not patronized. He is not confronted with red tape or more forms to fill out. The relationship is kept friendly and informal.

Our experience is that some of these veterans making inquiries about school can be easily discouraged. If a multiplicity of technical conditions are imposed on them their good resolution to go on with their education will fail. The effort should be to make the going as easy as possible for them. A superintendent of schools stated the policy of his schools in this way, "I give the returning serviceman all he asks unless giving it to him would definitely harm him." This certainly should be the criterion used in evaluating credits earned in service schools.

This is not inferring that the veteran must be babied. He would justly resent that. It means that we should recognize that he is mature. His experiences have done that to him beyond his years. He has lost a good deal of time

and is impatient to get on with the career and the plans that were interrupted. He should be met half way or more on his plans.

This school counselor at the information center divides the veterans into three classes as the result of his experience:

1. The veteran who knows what he wants and the school he plans to attend.
2. The veteran who knows what he wants to follow in the future but isn't sure how to attain this goal.
3. The veteran who is a shopper. He doesn't really know what he wants but is interested in knowing what his rights and benefits are.

Counselors will readily recognize that others besides veterans fall into the same three categories.

All counselors need special study to prepare themselves for veteran counseling. Discharged servicemen will show up in increasing numbers at the high schools, the vocational school, and the evening school. The way in which counselors receive them and advise them may be the difference between success and failure in their adjustment to school.

#### COURSES WITH THE REGULAR HIGH SCHOOL

I could show you another special service for veterans if you would visit Broadway High School with me. Broadway is Seattle's centrally located high school and, incidentally, the oldest.

There we shall drop in to visit a class which on casual observation might appear the same as any one of several hundred classes one might visit in the school. On closer inspection we note that the students are all boys. They look on the average some older than the usual high-school students. Each student is bent over his desk at his individual task interrupted occasionally by the teacher who moves quietly from student to student.

I will tell you that this is one of four groups of students in the school for whom special teaching provision has been made. The class we are visiting is studying mathematics. Other classes provide instruction in English, social studies, science, and languages. The students are veterans of World War II. They are making up deficiencies in high-school subjects to complete requirements for graduation or to enter some type of advanced training.

You will note that each student is on his own. The teacher must be very versatile because he may be teaching up to six different courses in the same hour.

This was the Seattle Public Schools first experiment in setting up a special educational facility for returned servicemen. These men and women are welcome to return to the regular high school and some have. Such an opportunity, however, did not seem to meet their need. It was too slow and was geared along with the whole school regimen to less mature students.

These special high-school classes were originally set up the second semester beginning February 1, 1945. They were continued throughout eight weeks of

the high-school summer session and the prospects are that they will be part of the program for veterans for some time to come.

#### A HIGH-SCHOOL PRINCIPAL REPORTS

Toward the close of the first semester during which these special classes for veterans were conducted, Mr. Earl Pfaff, Principal of Broadway High School, made a report including some observations which I quote:

"When school closed last June the registration of servicemen was distributed as follows:

23 Mathematics	5 Chemistry
22 English	7 Physics
16 History	2 Foreign Language

"Most of the men were interested in completing courses that would admit them to universities. Some of them were able to complete all requirements for graduation. A few had already been graduated from high schools but needed various subjects to enter the university.

"The comments of a number of men interested me.

"One young man who had been graduated wants to be an interior decorator although he had built up a good business for himself before entering the Service. He said, 'When I first registered for classes in mathematics, I could not hold my mind to the subject. Often I spent several hours trying to prepare my lesson; my mind kept wandering to other matters. I kept trying, and Mr. Jeffery gave me encouragement. Now I can study for *six solid* hours without much effort. I think that every man who is coming out of the Service and who plans to go to the university should register in classes similar to those you have here at Broadway.' This young chap never lets me forget that he appreciates the opportunities he is being offered here. He is also studying Spanish; in one semester he completed more than one year of work and took Spanish III and IV during the summer.

"Another boy made nine credits in one semester with seven A's and two B's. He is interested in becoming an engineer. He said, 'I am indeed grateful for the chance to work in these classes because I can get a splendid review in connection with the regular work.'

"One young man who had lost his left hand was quite sensitive about his loss. After he had pursued the study of mathematics and chemistry for a time, he dropped into my office and talked first about one thing and then about another. Finally, he said, 'I've always been interested in drawing; is there a class that I can enter now?' The next day I took him to Miss Jones, whom I had consulted in the meantime. There, she introduced him to charcoal work, then design and some weaving. On several occasions I visited him in the art room to see him make rapid progress despite his handicap. He found that he could do better work than a number in the class; moreover, he could help some of the students. I can't describe the joy and interest that Pat had in that class. Sometimes Miss Jones, who grew to like him immensely, had to drive



him from the room. I suspect that working with beautiful things and assisting some of the boys with their work helped him forget the unpleasant experiences that he had encountered. Incidentally, his work in mathematics and chemistry improved and he became more confident in himself.

"It is true that a number of the men have not yet found themselves. They are careless about attendance, but they seem to be making progress."

#### AN ENGLISH TEACHER REPORTS

One of our teachers of English has been teaching two sections of special English in the summer session. Her comments are worth reporting.

"In the ten o'clock class and again in the eleven o'clock class, there are four groups in the upper division; some are working for (or toward) credit in Literature III, some in Composition III, two in Literature IV, and some in Composition IV. It was obvious from the first that no two of the men could take the same pace; some attend only irregularly as they must report frequently to the Navy Hospital; some who come every day find it inadvisable to keep a steady pace because they are physically handicapped; three say they prefer to take it slowly and thoroughly as they have plenty of time to come back in the fall to finish the course in the veterans' classes which will open then; all of the physically fit men are busy at their jobs outside of school hours, and thus have little opportunity for study; and two post-graduates are taking an 'English Refresher' course without credit.

"It seemed impracticable to attempt any sort of formal class organization for such widely diversified activities, so each man was given the previously prepared outline of his own course and was invited to set his own time-table for doing the work and to confer individually with the instructor each day. This plan they approved unanimously.

"Accordingly the arrangement was put into effect with most gratifying results. Each man feels very well satisfied that he is accomplishing his own ends: several will finish a full semester's work this summer; two will be graduated; some will finish making up an 'Incomplete' from last spring's night-school course; others who work slowly will finish this fall.

"But all of them are sincerely grateful for the opportunity to work together with others of their own age and experience, and for the privilege of working at their own individual speeds without wasting time on any extraneous class activities such as the regular junior and senior classes often require."

#### A MATHEMATICS TEACHER REPORTS

The Head of the Mathematics Department at Broadway taught the mathematics classes both in the regular semester and the summer session. He analyzes the enrollment which results in a frank statement:

"During the spring semester, the veterans' mathematics class was a straight two-hour session (1st and 2nd periods), and during the summer semester there were two one-hour classes from 9-10 and 11-12. The straight two-hour



session is preferable to the two separate one-hour sessions as only a few of the veterans return for the second hour.

"In the spring semester there were twenty-two enrollments. Of this number six completed courses with grades as follows: One A in Trigonometry, one B in Solid Geometry I. There were five Incompletes (two already made up in Summer School) and eleven dropped because of outside employment, lack of ability or effort, and physical disability. Two students accounted for four grades, completing two semesters of work in one semester.

"Of the twenty people enrolled (two were enrolled for two subjects each) two were high-school graduates and eighteen were not. The undergraduates included all classifications from freshmen to seniors. Ages ranged from seventeen to thirty-four, but older ones dropped early. In summer school, twenty were enrolled; two graduates and eighteen undergraduates.

"The number of enrollments is about the right number for one instructor to handle as the work is individual. Every student is studying a different subject or working at a different pace than the others.

"This class is well justified from the veterans' standpoint when considering the age, experiences, attitudes, and self-consciousness of the students.

"Although one veteran has expressed his desire to join a class in preference to this special one, all the others are greatly appreciative of this opportunity to study with fellows like themselves, at their own paces, and with the greater freedom in classroom discipline than what they would have in regular classes."

#### THE SOCIAL STUDIES TEACHER REPORTS

The experience of the social studies teacher is not different from the rest. He reports:

"The classes are very small. I understand they are larger in mathematics and literature. Perhaps the boys feel that they have been away making history and hence do not care to study it. But, of course, the classes should be small. And I find that since each student is a case all by himself, I can just get around to each one adequately within the hour. I am trying to gather the essential facts of the background of each one so I can better understand and serve him. I make my assignments reasonable and simple, but at the same time I let them know that they have definite requirements to fulfill. I do not believe we should coddle them, and I do not refer to their war experiences at all unless they first bring up some topic and wish to talk about it.

"Attendance and punctuality are quite unpredictable, and so are their moods. Naturally they are subject to worry and restlessness. Several boys were here just a few days and then they disappeared, but one boy of that disposition I learned has a slug in his liver.

"In conclusion the boys who have stayed on are doing their work, know what they want, and seem to be happy in it. The different texts we use and

the necessity of hopping from one subject to another keeps me busy all the time, but it is an opportunity and affords me much interest too."

#### THE VETERANS REPORT

The teacher of English encouraged the boys to write what they thought of this special work. She sent in some significant statements:

*A Marine from Tarawa:* "What I like best is that in this class we have the opportunity to work ahead as fast as we are able."

*A Medical Corpsman from Iwo Jima:* "How could a veteran of the battlefields like myself be fitted into a class of teen-age boys and girls? He wouldn't! He is no kid any more; he belongs to a class of men and should be taught as one."

*A Coast Guardsman from Amchitka:* "I like the way it is and I wouldn't like to be in with children. If I don't finish in the required time I can carry it over until fall night school veterans' classes."

*A Sailor from the Aleutians:* "I think these veterans' classes are wonderful because here we are treated as adults and are not in with the juvenile students."

*A Marine from the Solomons:* "I appreciate the interest of the teacher and her understanding toward us. It is wonderful to be back to school this way and I actually find it a pleasure to learn in this manner."

*A Navy Paratrooper:* "I am very thankful for these classes at Broadway, as they have given me hope and a good foundation for college."

*A Merchant Marine from the Aleutians:* "I think these classes are the solution to the problem that many mature servicemen are trying to solve. I know I have gained much in many ways during the past four weeks."

#### VOCATIONAL TRAINING

All studies of the school plans of veterans indicate a strong preference for vocational training running up almost to fifty per cent. The facilities of the Thomas A. Edison Vocational School are prepared to meet this demand. This school offers a wide variety of courses in mechanical trades, service trades, and business subjects in full-time, part-time, and evening bases. The school has served the vocational needs of the city for fifteen years and should be equipped to serve any group such as the veterans.

A special course was projected in Ornamental Gardening on the suggestion of the United States Veterans' Bureau that veterans who needed outdoor activity would find the pursuit of such a course a means of physical rehabilitation as well as vocational training. A co-operative agreement has been worked out for the public schools to provide instruction for the class and the University of Washington to provide an opportunity for practical experience in the University Arboretum. So far no veterans have been interested in this training opportunity but it is ready to go whenever there are students.

#### A TESTING BUREAU

Suggestions have been made that the Seattle Public Schools set up a testing bureau as a means of vocational guidance. The schools are ready and willing

to do this and have competent personnel to assign. The need has not become sufficiently patent to justify such a service.

Again also along lines of vocational guidance the schools have been advised that many men express a desire to sample several occupations to aid them in a vocational choice. Such a plan has been worked out but so far no veteran has availed himself of the opportunity.

#### A VETERANS' EDUCATION COMMITTEE

Careful planning of the services now available was done by a representative committee on veterans' education. It is a continuing committee which stands ready to make immediate adjustments to meet any situation which may arise. This committee consists of the Principal of Broadway High School, the Principal of Edison Vocational School, the Director of War Production Training, the Director of Adult Education, the Co-ordinator of Trades and Industry, the Co-ordinator of Business Vocations, School Representative in the U. S. Employment Service, the Director of Public Relations, Assistant Superintendents for high schools, adult education, and vocational education and the chairman of the committee.

Early last fall this committee prepared an eight-page brochure outlining the guidance and educational services which the Seattle public schools were prepared to offer and indicating a single place where veterans might apply for enrollment or for further information. This folder has had wide circulation at information centers in Seattle and at Fort Lewis which is a separation center forty miles from Seattle. We have been assured that the pamphlet has served a useful purpose.

#### SUMMARY

By way of summary, the status of plans for public school services for veterans in Seattle is as follows:

1. School representative assigned to community Veterans' Information Center.
2. Counselors in high schools, vocational school, and evening schools specially prepared to work acceptably with veterans.
3. Special classes for veterans in high-school subjects.
4. All of the facilities of the vocational school available on a very flexible plan.
5. Counsel, testing program, and try-out courses available to help veterans with vocational choice.
6. Representative committee under chairmanship of an assistant superintendent charged with responsibility of meeting any and all needs of veterans for school service.

Every effort is being made to provide a comprehensive and a flexible program for the veterans. Is not this the type of service the schools must be ready to offer if they are to educate all American youth?

## Army Educational Techniques Merit Study of Secondary Schools.\*

J. WILLIAM QUINN

*Supervising Principal of Schools, New York Mills, N. Y.*

**A** GREAT hue and cry is being raised by many citizens including some school board members, that administrators in charge of public schools are negligent in failing to make immediate use of training techniques and materials so successfully used and perfected by the military. Casual inspection would seem to indicate that the Armed Forces have constructed an educational program that is doing an exceptionally good job. Within a period of months and even weeks they are turning out linguists, technicians in radar and radio, meteorologists, mechanics, and countless other specialists. Results are being obtained that often take the public schools and colleges extended periods of time.

The writer was visibly disturbed by the complacency, particularly of those in secondary education, who failed to be affected by such a magnificent program. His impression as a civilian instructor in an Army Specialized Training Reserve Program was that the military had smoothed the edges to many public school courses. Experience gained from teaching and observation of the ASTRP set-up demonstrated clearly that public school educators would do well to evaluate carefully army teaching materials and techniques.

To their lasting credit, the Armed Forces have performed an effective job of training. Yet the objectives, the influencing circumstances, and the intrinsic elements in military planning are so definitely different from those which we should and supposedly do obtain in public school education, that it would be nothing less than a catastrophe if we were to adopt army techniques or materials on a wholesale scale. Examination of the Army's training manuals would indicate a faithful repetition of many of the ideas effected in public school textbooks and literature since about 1890.

There are several civilians, some school boards, and a few educators who believe the simplest way to improve the public schools is to show them how the Army does things. Let us not bury our heads in the sand when we hear of the success of certain teaching techniques or practices devised by the Armed Forces. Let us with judicious minds consider their application to public school programs. Several former teachers are returning from the ranks; their first-hand knowledge should, to a large extent, determine the practicability of what may be profitably used and what should be discarded. Yes, postwar planning, if you will. There is no doubt that we will have to

\*Sections of this paper appeared in *New York State Education*, "Can Army Education Methods Be Adapted to Public Schools"—March, 1945; and in *The American School Board Journal*, "Army Educational Practices Challenge Public Schools,"—September, 1945.

change some of our patterns in education to meet the conditions ahead of us. Furthermore, we should be at the business now, because we are already in the postwar world.

In addition to outlining specialized training procedures, the Army has presented to its personnel certain characteristics that we in academic education have slighted in several instances. It has been obvious that our objectives and goals have been, and are still, poorly defined. The Armed Forces, on the other hand, have set standards high but they are understandable. There is neither time nor place for errors, or an incomplete assignment. Most significant is the high place of morale and its ensuing emphasis. Each individual platoon, division and so on, has been able to grasp a clear concept of their relation to one another and ability to work as a team. Herein lies a challenge to school administrators in organization of staff and departments.

Our academic programs for years have suffered from lack of integration of subject matter and departments. Much of the blame can be attached to personnel who failed to expand beyond the boundaries of their own fields. The world of tomorrow is bound to be conscious of the industry, customs, culture, and languages of all nations. Speed of travel and communication not to mention television, will open new vistas to a better and more complete international understanding. The GI of today has traveled over much of the globe. He is going to demand that our public schools and colleges more widely adopt courses in international problems and understanding. Members of the present Armed Forces have no desire to place their sons and daughters in another world-wide conflict.

In peacetime, schools are geared to provide training and education that will best develop youth in terms of their abilities and maximum usefulness to themselves, the community, and society. Military educational programs are set to one pattern—winning a war. The objectives and goals, quite naturally, have to be in sharp focus. Motivation and concentration are specialized. Herein lies the success of such a project.

#### THE PLACE OF AUDIO-VISUAL AIDS

Notwithstanding the vast scope of the Army educational program, many of their offerings and improvements applicable to the academic level are, since the cessation of hostilities, open to inspection. Technical developments, because of military necessity, could not be revealed during the war. Now that Germany and Japan have been defeated, these developments are now being made public. Excellent progress has been accomplished in many fields, including visual and audio aids, foreign languages, science, testing, guidance, and others.

Perhaps the greatest single contribution the military has made in educational practice lies in the field of visual and audio aids. Included are slides,

film strips, motion pictures, recordings, plus an immense array of incidental equipment. It is conservatively estimated that students acquire information thirty per cent faster and retain knowledge gained fifty per cent longer through the use of such training devices. It is revealed that the Armed Forces in co-operation with the U.S. Office of Education have already completed three hundred million feet of 16-mm. film—needless to say, a remarkable achievement.

Recently a catalog of government films available to the schools has been compiled jointly by the U.S. Office of Education, the U.S. Department of Agriculture, the Navy Department, and the War Department. Six hundred eighty-three visual aids are listed and described. This library of visual aids will stand as one of the major achievements of wartime education. In the same connection, these visual aids will be of paramount value to education in peacetime. An examination of these films and film strips indicates that over ninety per cent of the subjects deal with basic skills and understanding.

Radio, as we are all aware, plays an important part in army training. Television, its counterpart, seems destined to occupy an important niche in postwar science. Excellent technical instruction is being carried on. Many boys and girls will have unusual vocational opportunities with F.M. and television in the postwar era. Chicago public schools are already doing much pioneering. A three-way experimental arrangement has been worked out by the Radio Council of Chicago Public Schools, station WBKB—Chicago's only television station now in operation—and the Admiral Corporation, Chicago manufacturer of radio and television sets. The New York City Board of Education has recently set up a tentative television program. Students with the necessary talent and aptitude are gaining valuable experience in preparation for the time when television will become a medium of effective classroom instruction.

Even the use of the microphone finds an integral place in the life of trainees. Many directions and commands are issued *via* this medium. The walkie-talkie is destined to occupy a vital spot in tomorrow's system of communication. Police and fire departments, engineering concerns, operators of large trucking outfits, forest rangers, and others too numerous to mention will be eager to take advantage of this device.

Recordings have, in several instances, been co-ordinated with film strips and slides. Some language groups have used records to advantage. Obviously, trained personnel is basic to any extended audio-visual program. Termination of the war has brought forth skilled leaders in this area. It is hoped that teachers colleges will accept the challenge of presenting to prospective instructors the most effective approach in utilizing audio and visual aids in their instructional programs.

Success of the Army with its foreign language program is not a miracle. Its accomplishments have been based on hard work. A recent conference with army personnel and civilian instructors at Hamilton College revealed that proficient fluency of language students in the ASTRP program was due largely to (1) small groups—usually 10 trainees, (2) intensive practice in oral usage, (3) language spoken at all times as far as feasible, and (4) an ample amount of time scheduled for practice. Recordings were used at intervals. Implications for the academic program are rather concentrated and pointed; namely, small classes, much oral practice, intensification of effort, and sufficient allotment of time. Many public school instructors shudder with horror at the teaching of such courses under GI conditions. Naturally, the public schools will wish to adapt whatever is feasible for an academic program but it must be remembered that the Army was interested in speaking and understanding, rather than perfection and fluency.

#### THE PLACE OF SCIENCE

Science with the Army Training Program includes several branches: electronics, meteorology, astronomy, chemistry, physics, and others. Electronics has contributed, on a large scale, towards final victory. Spotting devices controlled by radar have been potent weapons. Electronics render automatic functioning of many devices formerly controlled by manpower alone. In a mechanized war, the implications are clear. Peacetime living will receive increased benefits in new industries and vocations.

Hamilton College, in co-operation with military authorities, initiated a course in meteorology. This subject covered weather observations, weather sequence, wind-aloft reports, temperature, pressure, clouds, thunderstorms, icing, terrain effects, world weather, ocean weather, and weather maps. General science classes in our public schools will visibly profit from the pioneering accomplished by the Army.

Astronomy will doubtless receive increased emphasis on the academic level. Fundamentals of navigation are discovered in astronomy. The Armed Forces, for obvious reasons, have made a concentrated study of the stars. Military and educational authorities strongly recommend that senior high schools include this course in the curriculum.

Chemistry and physics are used by the military on an applied basis and most of the details will not be known until long after the conclusion of the war. However, the atomic bomb has raised a multitude of questions in the minds of our young scientists. It has been indicated practical developments will doubtless be placed in future courses of study.

#### THE PLACE OF CORRESPONDENCE COURSES

Much has been said about the United States Armed Forces Institute. It is known that more than 300,000 men are enrolled in correspondence courses.



Several thousand are also enrolled in regular classes. Under USAFI, correspondence and self-teaching courses with equivalent tests and credit are available to servicemen. Most public schools are granting academic credit for subjects completed through USAFI. Many secondary institutions have forwarded USAFI Form 47 (application for credit for educational achievement during Military Service) to former students in their schools now in the Armed Forces. Thus, many boys have been encouraged to complete their high-school educations, others have obtained college credit, and many have received knowledge leading to better vocational opportunities upon discharge. It is doubtful that many servicemen whose educations were interrupted by induction into the Armed Forces will return to the secondary schools. Most veterans will return to former occupations, colleges, or business and trade institutes similar to those being set up in New York state. Many members of the Armed Forces at present serving with the Army of Occupation in Japan and certain European countries will have the unique advantage of attending foreign universities and colleges. Several European institutions are already offering organized courses. It is expected that some credit will be extended by American schools.

#### THE PLACE OF GENERAL AND SPECIALIZED EDUCATION

The Armed Forces have developed counseling to a high degree of efficiency and application. This service is available at both the port of embarkation and the place of demobilization. Much attention has been given to continuous guidance during the term of service by military authorities. Civilian agencies, in turn, are working closely with the Armed Forces counselors. Many adjustments have been made insuring the future happiness of army trainees under terrific stress and strain. The Army today, trains nine out of ten men to become specialists. Note the implication. The trend toward the future seems to be an emphasis on specialization. It is hoped that educators will do everything in their power to set up a program that will include educational as well as vocational guidance. Let us not make the mistake of Germany. A broad general education will be just as necessary in the postwar era as the specialized program.

The Army has presented certain guideposts in planning for tomorrow's schools. Appraisal of their program in the light of academic application should be critical, but nevertheless, judged with an open mind. In the final analysis, educators will wish to evaluate techniques, methods, materials, and training aids in terms of present and future utilization.

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#### Look for the SPECIAL BULLETIN issues:

**November, 1945—The Role of Speech, Drama and Expression  
in the Secondary School.**

**February, 1946—English in the Emerging High School.**

## ASTP Influence\* on Modern Language Teaching

VERA D. MILLER

*Chairman of the Department of Romance Languages  
University Senior High School, Oakland, California*

**S**HOULD the Army Specialized Training Program affect the high-school modern language program? What has the modern language teacher in the high school to learn from the Army Specialized Training Program? What has the school administration to learn from the Army Specialized Training Program? What service can the community render the modern language program in its schools? To answer a question by asking more questions would seem to be a way of dodging the issue, but before the first question can be answered, the answers to the other questions must be found.

First, *should* the Army Specialized Training Program affect the modern language program in the high school? Is this a new method with a magic touch? Is this the way to learn a foreign language overnight? Is this the fairy's wand that will convert the American high-school student into a new being who thinks and feels and speaks like a native of Florence or a boulevardier of Paris? In justice to the ASTP, we should explain that it lays no claim to the discovery of a method of teaching foreign language which will be the touchstone to unheralded success. The ASTP had a job to do, and in true military fashion it did it in the most effective way and in the shortest time possible.

The ASTP had to meet the immediate wartime shortage of men fluent in the use of one or of several foreign languages and having a knowledge of the peoples of regions in which it was likely our Forces would be operating. Unlimited funds were put at the disposal of ASTP administrators for materials, texts, and teaching aids. The best language teachers in the country, linguists, and native informants were made available for the Foreign Area and Language Study Curriculum.

The students enrolled were adults selected for and classified according to their ability to learn a language. The language program was given large blocks of time, and the number of students in the classes was limited. And for the student there was a potent motivation of patriotism—failure in the course meant loss of opportunity to serve his country.

This is not a facsimile of the modern language program in the American high school today or any day. We cannot offer our students in the high schools such an immediate motivation for language usage as did the ASTP. Our objectives are entirely different. The Army was concerned with training for specific skills in the shortest time possible. The teaching profession is concerned with a well-rounded education for young people to enable them to

\*Reprinted by permission from the May, 1945 issue of the *California Journal of Secondary Education*, pages 263-271.

take their place in society. Such an education cannot be achieved by training young people for specific skills at war-pressure speed.

The teachers in the Army Specialized Training Program recognize the limitations in what they are doing; however, the methods, procedures, and techniques which the ASTP has employed do carry a meaningful message to the interested and thinking modern language teacher in our public schools today. If the language teacher is inclined to look with a skeptical eye on these procedures, let it be said, in fairness to the ASTP, that they were culled from the best teaching practices extant in colleges and secondary schools in this country. And so, therefore, the Army Specialized Training Program definitely should affect the high-school modern language program from the standpoint of teaching methods, techniques, and points of emphasis.

What has the modern language teacher to learn from the Army Specialized Training Program? The instructors in the ASTP used methods, procedures, and techniques which made their language teaching lively, effective, and productive of functional results. According to *A Survey of Language Classes in the Army Specialized Training Program*, prepared for the Commission on Trends in Education of the Modern Language Association of America,<sup>1</sup> the primary results of the program were:

1. The student after nine months had learned to understand language as spoken by natives on a variety of subjects.
2. He was able to speak intelligently on a wide range of subjects.
3. He was able to read the (European) language with considerable facility.
4. He was able to write the (European) language with reasonable skill.

To what degree the high-school language teacher can adapt the Army Specialized Training Program's lesson on *how* to teach a modern foreign language to his own needs depends upon that teacher's urge to follow new trends and his desire to seize the present golden opportunity to secure permanently for foreign language that place in the sun in which it is at the moment basking—to continue to receive for foreign language that belief and interest and support which administrators and community alike are at the present time giving it.

#### THE CALIFORNIA REPORT

For several years modern language teachers of California have had, through the *Report of the California Subcommittee on Foreign Languages*, tangible encouragement to pursue in their classes many of the ideas set forth in the Army Specialized Training Program. This report was published in 1943,<sup>2</sup> and copies were sent to every high-school principal in California. The adoption of most foreign language departments of the University of Cali-

<sup>1</sup>*A Survey of Language Classes in the Army Specialized Training Program*, prepared for the Commission on Trends in Education of the Modern Language Association of America, 100 Washington Square, New York City, 1944.

<sup>2</sup>California Committee on the Study of Education, University of California.

fornia of Plan V of the *Report* should be of particular significance to the high-school language teacher.

The fact that under this plan the high schools are allowed two years in which to cover the first semester of college language work also is significant, in that greater freedom and more ease in the high-school language course is thus afforded. Since in the *Report* it is recommended that only the minimum essentials of grammar need be mastered, the course is freed from grammar preponderance. The administrators of the Army Specialized Training Program proceeded on the same assumption,—namely, that grammar study in a foreign language should enter the course naturally, be continued as needed, and never be presented scientifically for its own sake but for the purpose of making the spoken and, later, the written word clearer and more comprehensible.

The California report advocates that reading in the foreign language varies according to the age and interest of students, possibly being centered around cultural units such as geography, history, social life, arts, sciences. This implies several things—reading for enjoyment (not grammatical dissection), adaption to the grade level, integration of language with area study, and a direct comprehension of the foreign text. This latter point means a progressive elimination of translation.

As to conversation, the recommendations of the California Subcommittee bear strong resemblance to statements appearing in ASTP bulletins concerning foreign language study. The theory is that most students enrolled in foreign language courses desire to speak the language. The development of ability to understand and to make oneself understood, therefore, is the paramount function of foreign language study.

To accomplish this end, the teacher must not lose any opportunity to use the foreign language when it will do as well as English; there should be set aside practice periods for conversation in the classroom so that conversation material may be provided in a natural and unconstrained way; and to be successful, conversation must not be hampered by an excessive concern for grammatical correctness—in other words a premium must be placed on the ability of the student to understand and make himself understood in the foreign language.

Regardless of the ultimate objective, conversation enlivens teaching and gives the student a feeling of achievement that is not so easily obtained in reading.

With the same objective in mind as the organizers of the ASTP had when they introduced Area Studies into their language curriculum, the California Subcommittee in its report stresses, through constant reference, the importance of imparting a knowledge of the foreign countries and an understanding of the peoples studied—their cultures, ideals, and contributions to American

civilization. The *Report of the California Subcommittee on Foreign Language* was written in 1941 and 1942. The first Army Specialized Training Program language course began in April, 1943.

Background study, or Area Studies as identified in the ASTP, should be an integral part of every foreign language class so that to students will be opened new vistas of the countries and peoples studied. Whether this knowledge is gained through the medium of art, music, geography, literature, or history is immaterial—what is important is that students' lives be enriched and that seeds of world understanding, in which we, as a nation still are so woefully lacking, be planted. A unit in background or cultural material should be as systematically planned as any other unit in the course and should be characterized by a sequence which, in the final analysis, lends an overall picture of the countries and peoples studied.

If, for example, Latin America is chosen for background study throughout the high-school Spanish course, each semester a different subject field will receive emphasis. One semester, the geography of the area may be studied; in another, the history of the countries; in a third, the literature of the people, their art and music, and, perhaps, their economics; and so on. A comprehensive study will not be completed until the two-, three-, or four-year Spanish course is finished. The approach to the background study should be a natural one, the objectives agreed upon by students and teacher.

#### INCULCATING THE AREA STUDY IDEA

What are some of the ways in which the high-school teacher may inculcate the area study idea of the ASTP into the high school foreign language course? Supplementary reading material is of paramount importance and can be utilized in such an effort. Use can be made of the school library. The language teacher can suggest books, pamphlets, and other materials to the librarian for procurement. The teacher can build up a classroom library of free and inexpensive materials to aid in this study.

To illustrate, the Office of Co-ordinator of Inter-American Affairs in the last few years has made available to teachers of Spanish and Portuguese many worth-while and up-to-date teaching materials in pamphlet form dealing with Latin America. There are innumerable other sources for background study, such as new texts, newspapers, and magazines, both English and foreign—and the teacher need only write for them. When the material is at hand, there are many ways for a student to use it.

Wider use of the library as a place for study by the foreign language class is to be advocated strongly—this requires careful previous preparation on the part of the teacher as well as education of students in the use of the library, but it pays its dividends, not only in the foreign language class but in the wholeness of the student's education. The individual's knowledge gained from library study should be shared with other students in the class through

reports, programs, or other means suited to the group. The school library and rich sources of supplementary materials are vital to an effective program.

To divorce the study of a foreign language from a knowledge of its country and people is like separating the horse from the cart. Perception through the eye, for many, is easier than through the ear. The use of graphic presentation, therefore, plays an important role in language background study. Often a colorful bulletin board, charts, graphs, maps, and flat pictures will leave a more lasting impression than the reading of a small volume.

#### THE USE OF VISUAL AIDS

Probably one of the Army's greatest contributions to teaching is the evidence which it has been able to present of the effectiveness of visual aids. A flat picture inserted in an opaque projector can create in a flash an impression that words might never give. Slides, teacher or pupil made, projected on a white wall may depict a map, may give the words of a French song to be sung, may afford a drill in pronunciation, may flash the written examination in ways effective and time saving. In a class where foreign peoples and countries are being studied, the film—motion or still, sound or silent—is one means of bringing into the classroom the next best thing to reality.

Excellent films are available now to the classroom teacher at a nominal cost. One of the richest sources of such films for the teacher of Spanish and Portuguese is the Office of Co-ordinator of Inter-American Affairs. These films have Spanish and Portuguese dialogue, in addition to English. The showing of a film in the classroom, however, will not be an effective teaching procedure unless its presentation is purposely planned for in advance. There must be a *raison d'être*. Objectives should be set up, and there should be adequate class preparation to insure good comprehension and appreciation of the film. Discussion; which is directed to the points under consideration, should follow the showing of the film.

There are still other ways in which to approach realism in foreign language background study. Correlation with other departments in the schools, as with the Home Economics Department in the matter of food, textiles, and housing, increases the effectiveness of the foreign language program. Exhibits of *realia* of all sorts—art objects, handcrafts, costumes, books, coins, *et cetera*—have educational value, not only for the foreign language students, but for the whole school. Speakers who have lived in a foreign country and who can give a first-hand picture of it will add another note of realism to this background study. Along with these other *media*, use may be made of the program that teaches besides entertaining—that trains not only the foreign language class but the entire student body as well.

The ASTP was concerned with imparting knowledge, understanding, and appreciation of foreign peoples. The foreign language class in the high school should be concerned also with teaching knowledge, understanding, and appre-



ciation of foreign peoples. It is up to the teacher to see that students' horizons are extended beyond the four walls of the classroom.

The Army Specialized Training Program considered its major objective to be the training of students to speak and understand the foreign language. It devoted five times as many hours per week to this phase of the program as to area studies. The high-school teacher can say that language teaching in the high school cannot offer to its students the immediate motivation of actual use which was present in the Army. A large percentage of our American high-school students may never see the foreign country whose language they are studying, and so it is not the sole aim of the foreign language course in the high school to strive for fluency of speech.

#### THE USE OF CONVERSATION

The high-school language teacher must recognize, however, that no two places on the globe are as far apart today as they were five years ago, that the student in the high-school language class is at the age where he wishes to learn to speak another language, and that the aural-oral approach to foreign language for this age can be the motivation for its study. If interest can be sustained throughout any course, more than half the battle is won. The wide-awake foreign language teacher will capitalize on these psychological and geographical facts.

Nothing is well taught that has not been planned carefully ahead of time—planned for in terms of objectives, pupils, subject content, available resources, the teacher's background and preparation, and teacher-pupil activities. Conversation even for a native teacher is probably one of the most difficult units of the course to teach effectively. And it will have the desired results only if given the careful consideration and planning that other units of the course have been receiving. There is no danger that, by preparing in advance, the conversation will lose its spontaneity. More likely it will gain spontaneity and thus be assured greater success.

Many factors will need to be considered in trying to determine how much time should be devoted to the teaching of conversation alone, in addition to the basic work in foreign language in the high school. These factors will be the needs, interests and ability of students, the administrative policy, the demands of the community, and the preparation of the teacher. Whatever plan is pursued, whether entire semesters, parts of semesters, or full periods are given over to conversation, the approach should be natural.

The planning should be done well and the instruments of evaluation skillfully set up by the teacher. In every foreign language class, conversation should play a more important role than it has in the past, but the method pursued will have to be determined by the situation at hand. Once the method is decided upon, the teacher will find it of inestimable value to set up the units of work for each semester.



If the plan calls for attendance at the theater, buying groceries, ordering a meal in a restaurant, or giving facts about a South American country, these should all be included in the work plan. A basic vocabulary should be chosen, adequate means of testing a student's ability to speak and understand the foreign language should be decided upon, appropriate teaching techniques should be applied so as to lend variety and interest to the teaching, good teaching aids should be provided, and advantage of community resources taken.

Again, no one set of study techniques will serve all situations, but the following may be used with varying degrees of success: the keeping of notebooks for idioms and word lists, topically arranged; dialogues; singing; oral reports; dramatization; memory work for poems, oath of allegiance, sentences used for model constructions; proverbs; greetings; *resumes*; asking and answering questions. Extraclass activities, such as language tables, clubs, small conversation groups, and school or class programs where the language is spoken, may serve as additional study techniques.

Suggested teaching aids are transcriptions; phonograph records of language lessons, of pronunciation drills, of songs, and of any form of exposition given in the native tongue; maps and bulletin boards to afford material for oral talks; sound movies with foreign language dialogue. A native speaker, either a visitor or a member of the class, may be classified as a "human" teaching aid. The community often affords excellent resources for improving conversation and understanding—such resources as churches, theaters, restaurants, lectures, programs, stores, and talent performances of all sorts.

A well-organized conversation unit will include the fundamental principles of accurate pronunciation, with the necessary provision for drill and review. Not only pronunciation but minimum essentials of grammar may well be taught through the medium of conversation.

Many teachers hesitate to introduce more conversation into class work because they are apologetic about their own ability to converse. The will "to do" overcomes many obstacles. Many a teacher has acquired fluency in a foreign language because he has taught himself his daily conversation lesson for class use, has used self-teaching aids, has seized every opportunity available to speak and hear the language spoken, and, finally, has traveled in the foreign country where the language is spoken, or has taken courses for self-improvement. A native informant for the small or large high school possibly could be used to great advantage; but until that provision is made and techniques worked out, the teacher who knows the school and its pupil needs and who sets about to improve his own ability to converse will do a very good job of teaching conversation.

#### ADMINISTRATIVE SUPPORT IS NECESSARY

To make a foreign language course in the high school truly functional, certain administrative support is necessary. The support most coveted by the high-school foreign language teacher is administrative interest and enthusiasm

for the foreign language program—an interest and enthusiasm based upon knowledge of, and belief in present-day trends in the teaching of foreign languages. True, the teacher has some responsibility for conveying such knowledge to the administration.

The administrator who is "sold" on the importance of foreign language to a student's all-round education and on the need for world understanding will not fail to put himself in a position where he can talk over and weigh with his foreign language teacher new and worth-while procedures and techniques, will not fail to afford freedom to his teachers to develop new procedures and techniques, and will not fail to provide ways and means whereby these practices may thrive normally and not have to fight for their existence.

The success of the Army Specialized Training Program was due largely to the intensive character of its program. Fifteen hours per week were devoted to language work and seldom were more than fifteen selected adult students enrolled in the class. In the high-school course of study no such concentration can be given to one subject field, since students need a balanced program of subjects. However, for one or two terms at least, the interested study might be given an extra period a day for laboratory work in conversation, possibly in place of a study period or as an extra subject. It must be admitted that if conversation in the foreign language is deemed desirable, then time must be allowed for this experience. The size of the conversation group, if effective work is to be done, must be kept small—not over twenty.

There should be close co-ordination between the basic and laboratory work. This laboratory work might be optional to interested students in all grades. To take care of the different degrees of preparation in the laboratory period, there could be grouping and differentiation of assignment. Many procedures could be devised if time for such a class were provided in the school program.

Curriculum development would move at a swifter pace if teachers could be given school time in which to prepare courses of study, to review new texts, teaching materials, and units of work, to set up instruments of evaluation, to learn how to operate sound projectors, to make new teaching aids such as slides, bulletin boards, worksheets, *et cetera*, and to attend professional meetings. This is true for any subject field, but if the procedures developed by the ASTP are to be followed in language classes, the factor of time for preparation cannot be neglected.

When this support is given to curriculum development in foreign language, then the administrator is justified in expecting the language class to take an active part in the life of the school and the life of the community through its integrated program, its publications, and programs.

The most valuable support that a school administration can give to the foreign language teacher is funds with which to work. Money will buy new

and up-to-date texts and teaching materials, phonographs, records, transcriptions, films, and projectors of all sorts. Money will put new supplementary material in the library. Money will bring foreign talent to the language classes. Money also would pay a teacher's tuition to professional workshops during the summer in which classroom projects are worked upon for the benefit, not of a single class, but of all language classes in the school. Perhaps some day this all will come to pass.

A well-integrated county educational program could provide for many of the aforementioned needs of the foreign language teachers in a professional way, with less expense, and to the benefit of the whole community. A center for audio-visual aids might be set up which would serve all schools through its library, machines, instruction given, and research pursued. A similar responsibility could be placed upon a library center so that texts, art exhibits, pamphlet material, pictures, and teaching aids of all sorts could be collected and circulated. Funds could be provided for speakers and programs and so administered that all schools in the area would benefit equally.

More feasible than to have each school provide scholarships for professional summer study would be to have the county do so. Through such participation, the results of the summer could be used in improving the instruction in all schools of the community. And, best of all, such a county program would bring together the teachers of the same subject field to discuss common problems, seek solutions, and find new hope in knowing that others share their problems.

The Army Specialized Training Program *does* have a message for the foreign language teacher and for the local and county school administrators. The Army Specialized Training Program offers not only a message; it offers a challenge to all involved in teaching foreign language in this country.

Admittedly, this new, or at least revived approach to the problem of how best to acquire an effective knowledge of a modern foreign language in school has grown out of the exigencies of the war and many of its novel features, which are in an experimental stage, such as its high degree of intensity and speed, were developed *ad hoc*. But there is reason to believe that the method in general is proving successful. Even after discounting special and compelling motivation on the part of the learners—it remains true that many are actually learning to speak, understand, read, and to some extent, write a foreign language, as they never expected to be able to do. Under these circumstances, is it likely that once the emergency is over, we shall quietly revert wholly to the old system in which we were once forced, and which has been under attack these many years, justly or unjustly, as leading only to "a slender and doubtful degree of mastery" of a modern foreign language?"

<sup>2</sup>From *Foreign Languages Tomorrow* (Report of Sub-Committee on Modern Foreign Languages), Commission on Trends in Education of the Modern Language Association of America, 100 Washington Square, New York City, n. d. (mimeographed).

## Teachers' Opinions\* of the "Army Method"

BAYARD QUINCY MORGAN

*Chairman of the Department of Germanic Languages, Stanford University*

**S**o far, just as most of the foreign language teaching for the Army was done in the colleges, most of the talking about that teaching has been done by college teachers. We take it that the readers of this publication are more interested, however, in knowing what the high-school teachers think about the matter, and what, if anything, they have been doing about it.

On the thirty-first of January of this year, a letter was sent out to language teachers in the public high schools of California, which read in part as follows:

The editor of the *California Journal of Secondary Education* is planning a symposium for the May number devoted to a discussion of the "intensive course" in foreign languages, with particular reference as to how the intensive course may affect secondary schools in California. With his approval and encouragement, I am trying to get a cross section of teacher opinion by means of the enclosed questionnaire, which you are requested to answer as fully as you will.

The questionnaire itself consisted of five questions, of which the last really had nothing to do with the main topic at issue; but it seemed to us a good opportunity to find out what new or interesting teaching techniques are being employed in the state. The questions were:

1. Have you used or do you intend to use in your classes any of the techniques of language teaching commonly identified with the Army educational program (oral-aural approach, intensive study)? If so, in what way?
2. Do you consider it possible for your school to employ any of these techniques? If so, which ones, and how can their use be organized?
3. If your answer to Question 2 is No, please give your reasons.
4. Do you anticipate, have you planned, or have you already initiated changes in your own language teaching? If so, please indicate their nature, including the names of textbooks or other material involved.
5. Are you engaged in experiments or special procedures in your teachings which would be of interest to other language teachers? If so, please specify.

It is difficult to say how many teachers responded to this request, as a number of schools sent in a joint response; but since more than eighty questionnaires were returned, it seems not unlikely that 100 or more persons shared in the work of supplying the information on which the following summary is based. The replies, taken as a whole, are a heartening and fascinating record of human idealism and devotion. Many of them were quite extensive and detailed, and a couple of them were accompanied by fairly lengthy dis-

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cussions. One eager teacher even filled up the back of his envelope with last-minute remarks. To all of these busy teachers, who gave so generously of their time and thought, we herewith express the thanks of our readers.

#### QUESTION 1

With regard to *Question 1*, it appears that there was some doubt as to the precise implications of the inquiry, and it must be admitted that the wording allowed a variable interpretation. If by "intensive" is meant the Army practice of having small classes meet many times a week, then there is no evidence in these papers that the public high schools of California have adopted or are likely to adopt any such plan. If attention is directed, however, to the "oral-aural approach," under such designations as "direct" or "conversational method," then most if not all of the teachers claim that they have practiced this all along or that they are giving it more attention than ever.

It is interesting to note that in a number of schools the first four or five weeks of instruction are carried on wholly or largely as oral-aural work; whether by accident or experiment, teachers have found that such a beginning raises pupil-interest to the maximum.

There seems to be little question that one result of the Army work has been a marked increase of public interest in the oral-aural phases of foreign language study and that both teachers and pupils are responding to it. But it did not take the Army to teach our teachers that pupils love to talk and that oral practice is one of the best ways of filling the classroom with activity and its atmosphere with dynamism. Incidentally, the number of teachers who professed lack of information about the Army program and its methods is so small as to indicate that for once foreign language study really has been in the limelight.

#### QUESTIONS 2 AND 3

Answers to *Question 2 and 3* well may be considered together, as on a good many papers they were not sharply distinguished; those who replied in the negative were invited, in fact, to link two and three in reply. Generally speaking, we have a division into three groups: the unqualified ayes and noes, and the more doubtful or cautious ones. Let us look at them separately.

Comparatively few teachers answered *Question 2* with a flat Yes, but a number expressed the belief that with certain modifications of existing practice some of the "new" techniques can be introduced successfully into the high school. The suggestions made by these whom we may call the optimists are interesting and thought-provoking.

Thus, one teacher proposes the organization of conversational classes in the junior high school—these classes to be carried on through the senior high school. (It will be found from the analysis of the replies to *Question 5* that in Claremont and San Fernando experiments of this kind already are being tried.) Another teacher, perhaps with the example of Texas in mind, suggests starting with Spanish instruction in the lower grades so that in the

senior high school the history and geography of Spanish-America can be conducted in Spanish.

Oral work of high efficiency, thinks another, can be done in advanced and smaller classes. The use of native speakers, talkies, phonograph records (hard to get now if schools do not have them) is suggested by several as a partial solution of the oral problem in large classes. Discussion of practical life situations in the foreign language and the presentation of oral reports on special topics are mentioned as being helpful, together with a greater stress on the "practical" (presumably, colloquial speech is meant).

In two cases, the night school is referred to as a favorable field for the Army methods. Students there are felt to have the advantage of greater maturity and better motivation. The main arguments of those who doubt either the possibility or the advisability of applying the Army techniques to high-school instruction fall under the two main heads of practicality and educational theory.

On the practical side, the following points are made: (1) A rigid and crowded curriculum is an obstacle to any sort of change. (2) Large classes, as high as forty per section (and in some smaller schools the necessity of teaching first- and second-year work in the same period), preclude much individual attention, essential for good oral work. (3) Lack of any segregation, whether as to I.Q., interest, or language aptitude, enforces classroom plodding, discourages the bright pupils. (4) College requirements impose certain procedures on the high schools. (5) Suitable texts either are not available, or their use is prohibited because of expense. (6) Suitable equipment; such as, phonographs, projectors, records, slides, and duplicators, is lacking.

It seems obvious that all these difficulties derive from a lack of money, which in turn depends upon the attitude of the taxpayer: the latter can have any kind of education he wants, if he is willing to pay for it. He did pay for it heavily through the Army, and liked it; he might pay more for it through civilian channels than he does now if convinced of its value.

Less easily controverted are the theoretical arguments against the introduction of the "Army methods" into the public high school; their very consideration leads to the formulation of educational ideals and objectives which have been at issue for a long time. (1) The materials provided by the Army are inadequate in quality and undesirable in character in time of peace: they concentrate much too intently upon war and war-making. (2) Pupils in their early teens react unfavorably to the Army methods, lacking the power of sustained concentration which a forcing pace demands. (3) The Army method, stressing speed and "fluency" at all costs, is superficial; but the school should cultivate thoroughness and depth. Permanent values are those sought by an educational system; colloquial phrases are essentially impermanent. (4) Youth should explore as widely as possible; overspecialization should be avoided in



high school. (5) Needs of small and large communities are different; the small town cannot afford to dissipate its energies.

Interesting suggestions are made by those who would like to improve our language work in high school by the injection of new ideas and techniques. Thus, several teachers suggest the addition of two extra class periods per week, similar to the "laboratory," as part of the work in the natural sciences. This practice would not be prohibitively expensive and would permit various types of experimentation and drill. Certain forms of segregation appear desirable and possible to several teachers; pupils with special aptitude for speaking could be enabled, then, to make more rapid progress in that direction. The usefulness of phonograph records (especially such as might be made specifically for the schools), travel and talking films, songs, pictorial and chart material, *et cetera*, is stressed frequently.

Many teachers, evidently, would be glad to add greater oral mastery to their objectives, if they could have the necessary administrative and material arrangements for doing so—more time, smaller classes, suitable equipment, and better classroom facilities. At present, many of them are seriously overburdened, and some are frank in protesting against a public opinion which criticizes them for failing to achieve the impossible.

#### QUESTION 4

As to *Question 4*, few of the questionnaires failed to elicit a positive response: most of these teachers are both alive and alert, and many of them state in so many words that they plan to try something new every year. It is no doubt a result of the war situation that so many report a definite trend toward increased amounts of oral work, together with greater stress on everyday speech, current events, and the like

To be sure, there are warning voices, and one writer reminds us, "*Plus ça change plus c'est la même chose!*" (Let's not be carried away by educational humbug!) Another suggests that we shall not know in what direction we should go until the postwar situation has been clarified. But Americans don't like to wait, and many of the responding teachers already are on the move. It is perhaps significant that the Spanish teachers seem to be the most vocal, and the most prolific in the matter of suggestions.

Among the textbooks commented on favorably, we find *El Camino Real*<sup>1</sup> getting the largest number of votes; others named more than once are the books by Kany: *Conversación*, by Henry V. Besso and Solomon Lipp: *Selección*

<sup>1</sup>By Edith M. Jarrett and B. J. M. McManus, Houghton Mifflin Company, 1943.

<sup>2</sup>By Charles E. Kany—e. g. *Spoken Spanish, for Travelers and Students*, D. C. Heath and Company, 1943; *Intermediate Portuguese Conversation* (by Kany and F. de S. Figueiredo), D. C. Heath and Company, 1943; *Advanced Italian Conversation* (by Kany and Charles Speroni), D. C. Heath and Company, 1943.

<sup>3</sup>*Conversación; Spanish for the Army and Navy of the United States*, Hastings House, 1942 (revised).



*ciones del Reader's Digest*<sup>4</sup>; López and Brown, *Aquí Se Habla Español*; *Conversational Spanish for the Army Air Forces*.<sup>5</sup>

Teachers in the southern towns of the state are making use of Spanish newspapers and periodicals, Spanish programs, Spanish films (some teachers go with their class), shopping news, and so on. One teacher is using a Mexican textbook by Delgadillo, *Poco a Poco*,<sup>6</sup> and likes it. Another starts each period with a short conversation; many use Spanish for classroom commands. Spanish-America is being featured more prominently than heretofore, and one school received from the United States Office of Education a portfolio with thirty panels of photographs, presenting life and customs in countries to the south. Several schools report success with linguiphone records, and one school, after trying them out for German, is getting them for French.

Several teachers clamor for new and better texts and other teaching materials. More than one reports on original textbook writing.

All in all, one gets the impression, from the replies to *Question 4*, of an actively pulsing life in high schools all over the state. Whatever else the language teachers may be doing, they are not sitting idle with folded hands.

#### QUESTION 5

Of greatest interest, no doubt, are the replies to *Question 5*, as they not only show many teachers at their peak of enthusiasm and ingenuity, but they offer many a helpful suggestion to other teachers who are on the lookout for new ideas and procedures. We think it may be appreciated if we name some of the schools—space will not permit us to exhaust the list—which either are actively experimenting or are successfully employing well-established methods and devices of their own.

*Alhambra.* Foreign language teachers have worked out special charts for verbs and pronouns in Spanish.

*Burlingame.* Pupils are encouraged to listen to foreign language broadcasts; special tests are being worked out.

*Chaffey.* Song records are played, and pupils, with mimeographed texts in hand, join in singing folksongs. *Jugendpost*<sup>7</sup> is used for reading and conversation.

*Claremont.* Spanish is begun in the fifth grade, with gratifying results.

*Escondido.* Two sections of Spanish conversation are offered at the beginning level. One teacher reports that she "used Kany's conversation books" in a home-room class and discovered several students with linguistic ability. This year these individuals enrolled in regular classes and are doing well." She

<sup>4</sup>Published by the *Reader's Digest*, Pleasantville, New York.

<sup>5</sup>By Margaretta Lopez and Esther Brown, D. C. Heath and Company, 1942.

<sup>6</sup>*Conversational Spanish for the Army Air Forces of the United States*, by Solomon Lipp and Henry V. Besso, Hastings House, 1942.

<sup>7</sup>By Manuel Delgadillo, a second-year book used in Mexican schools.

<sup>8</sup>By Edward P. Appelt, University of Rochester, New York.

<sup>9</sup>*Op. cit.*

stresses the importance of students' continuing a language for several semesters if the oral method is to prove itself.

*Fullerton.* Mexican pupils are used for giving dictations. Sets of phrases and usable dialogs are used as drills.

*Glendale.* This school reports: "An ungraded conversational class for Grades 9-12 in Spanish . . . non-college preparatory. Songs, games, letterwriting, much conversation . . . different assignments depending on level of pupil."

*Glendale, Hoover High School.* Foreign pupils read short stories aloud in the third-year class (about once a week) for aural training. Pupil progress in understanding is rapid. These foreign pupils also are "borrowed" to read the lessons to beginners at normal speed.

*Hayward.* This school reports use of the following procedures: (1) The student memorizes one optional sentence from his book; he recites; the class listens and repeats; and he may call on others to repeat. By the end of the term, an average of five sentences per night are being memorized. (2) Creative summary of the assignment is given in Spanish. (3) Students form sentences from given associative vocabulary, and class conversation results.

*Lodi.* Pupils in the second year memorize and dramatize the conversations in the Army Air Forces manual.<sup>30</sup>

*Lomita.* "Every article in the room is labeled." Radio, newspapers, sports, and games are used.

*Long Beach.* Use is made of a German born pupil as a "native guide" for pronunciation drill. Records are used to teach French pronunciation. Boyer's new twelve-inch records<sup>31</sup> are used daily: pupils read the words, listen, repeat in chorus or singly. Songs are used for recreation and teaching: colloquial phrases give pleasure. Pupils taking Spanish are urged to attend the Mexican church. Groups are taken to Olvera Street and elsewhere. Theater attendance is encouraged. Spanish movies are given once a week.

*Los Angeles, Francis Polytechnic High School.* This school plans to have recorded dialog produced with colored "stills" for teaching vocabulary. Teachers in the school have worked out charts using verbs in various tenses and forms.

*Los Angeles, Fremont High School.* A teacher in this school has devised a new method of teaching vocabulary—having a pupil prepare words covering a certain simple activity and then go through it before the class without notes, step by step. Under this system the other pupils repeat the words; their homework involves written repetition as composition.

*Porterville.* This school has been using foreign correspondence. Poems and songs are employed at all levels, with and without records. The teacher describes some classroom object, and the pupils try to guess it; then the pupils take over. Stories are read aloud, and then retold by pupils. Dialogs prepared

<sup>30</sup>*Op. cit.*

<sup>31</sup>Album of five records, by Charles Boyer, Decca, 1944.

and given are followed by extemporaneous continuations. Magazine covers and advertisements are used as basis for practice in giving descriptions.

*Red Bluff.* The contributions which this school has made in Spanish classes to the inculcation of Pan-Americanism, in line with Good Neighbor Policy, are described in the *Sierra Educational News*.<sup>12</sup> One important result is the vitalization of the study of Spanish.

*Riverside.* A Casa de Lenguas, a cottage with Mexican murals, serves as classroom and library for Spanish classes. It provides an environment encouraging to learners; periodicals lie about; there is a piano and a kitchen.

*Salinas.* Separate Spanish classes are set up for college preparatory pupils and for others; the latter get simpler conversation plus more cultural matter.

*San Bernardino.* Current events are given in Spanish, with Spanish discussion. Instruction on "The Americas" is given in Spanish.

*San Fernando.* In the seventh-grade Life Science classes, two half-hour periods are devoted to Spanish conversation. It is planned to continue this experiment for six years and then to evaluate results.

*San Francisco, Lincoln High School.* One teacher has found German records good only for songs. Special devices she uses include dramatizations, the oral description of pictures, reading aloud in concert, renarrations, and memorization of the "Handlungsreihen" in Burkhard's book.<sup>13</sup> Another teacher in this school has stories read aloud, with the pupils translating from what they hear. She reports that this procedure has lessened difficulty with pronunciation, understanding, and speaking.

*Santa Barbara.* Mexican-American pupils assist in foreign language classes. Minimum essentials in grammar have been worked out. Special devices are employed for vocabulary and idioms. *Grandes Latinoamericanos*<sup>14</sup> is used experimentally—the pupils read for content and then base their grammatical drill on the text.

*Woodland.* A teacher in this school thinks *Selecciones del Reader's Digest*<sup>15</sup> less authentic than the Mexican monthly, *Hoy*.<sup>16</sup> Pupils in the second year read this latter avidly, get excited about cinema stars and bull-fighters, send for autographs.

In spite of large classes, crowded schedules, outmoded textbooks (a frequent complaint), and other difficulties, our language teachers show initiative, resourcefulness, and ability. Give them a little more time and fewer pupils per class, and they will do as good a job as is done anywhere in the world.

<sup>12</sup>"Teaching Pan-Americanism," by Gladys K. Gardner, *Sierra Educational News*, 38:24-25, April, 1943.

<sup>13</sup>*Lernen Sie Deutsch!*, by Oscar Burkhard, Henry Holt and Company, 1943.

<sup>14</sup>By Theodore Huebener and M. T. Morales, Henry Holt and Company, 1943.

<sup>15</sup>*Op. cit.*

<sup>16</sup>Published at Calle de Vallarta 1, Mexico D. F.; price, \$40 per year.

## Scholarship Winners Select Their Colleges

JOHN M. STALNAKER

*Dean of Students, Stanford University*

**A**N extensive scholarship program for high-school graduates financed by the Pepsi-Cola Company as a public service has been inaugurated this year. The entire program, both the planning and the execution, is under the control of an independent group of educators, incorporated for the purpose. The organization is called the National Administrative Board for Pepsi-Cola Scholarships. The PRESIDENT of the Board is Floyd Reeves, Professor of Administration at the University of Chicago; John M. Stalnaker, Dean of Students, Stanford University, is the SECRETARY-TREASURER of the Board and Managing Director of the office. The other members of the Board are: Herman L. Donovan, *President*, University of Kentucky; Milton S. Eisenhower, *President*, Kansas State College; Paul E. Elicker, *Executive Secretary*, National Association of Secondary-School Principals; Alvin C. Eurich, *Vice-President*, Stanford University; Henry T. Heald, *President*, Illinois Institute of Technology; Mordecai W. Johnson, *President*, Howard University; Walter S. Mack, Jr., *President*, Pepsi-Cola Company; Marjorie H. Nicolson, *Professor of English*, Columbia University, and *President*, of Phi Beta Kappa; and Paul A. Rehmus, *Superintendent of Schools*, Lakewood, Ohio. The office of the Board is in Palo Alto, California.

### WHO ARE ELIGIBLE?

All high schools preparing students for college are eligible to participate in the scholarship program. No fees, premiums, or pledges are required of participants or winners. The sole obligation of the winners is to attempt to succeed in college. The program is a public relations feature of the Pepsi-Cola Company; it is not to be used in advertising and such prepared publicity as is necessary to make the program succeed will be handled or approved by the Board.

The unique feature of this commercially financed program, apart from the fact that it is controlled and administered by educators, is that the participating pupils must be among the top five per cent in an election by their classmates as the seniors most likely to succeed. This device is one to select all-round students possessing pleasing personalities and qualities of

**T**HIS Scholarship fund is, according to our present knowledge, the largest fund available to qualified secondary-school students extending over four years of college and even into graduate study. It indicates the kind of public service our large business organizations can render to our potentially superior and promising youth.—The Editor.

leadership. This select group of pupils is then subjected to a special aptitude test prepared by the College Entrance Examination Board and administered by the school according to the instructions of the College Board. The College Board scores the papers and reports the results to the National Administrative Board for Pepsi-Cola Scholarships. This latter Board then awards the scholarships to the two highest scoring candidates in each state. In the southern states having a separate educational system for Negroes, twenty additional scholarships are given to colored participants. One scholarship was awarded this year to a pupil from Alaska and another to one from Puerto Rico. Thus in all, 120 scholarships have been awarded.

#### NUMBER AND VALUE OF THE SCHOLARSHIP

The scholarships are generous. They provide full tuition and certain required fees, a travel allowance for one trip from home to college and return each year, and twenty-five dollars a month in cash to the scholarship holder while he is in college to help defray the cost of books, board, and room. The scholarship covers the four years of college provided the holder remains in good standing and progresses normally in his college work.

If a winner makes a distinguished record in his undergraduate work, the National Administrative Board may award him a three- or four-year graduate fellowship of \$1500 a year to enable the scholar to obtain a Ph.D., law, medical, or other professional degree. Not more than five such scholarships will be awarded each year.

Winners are allowed to choose any accredited college or university in the United States. They may change college after a year or two if they can do so and still be graduated on schedule. In awarding the scholarships, no attention is paid to choice of college. In fact, several of the winners, upon learning that they had been awarded scholarships, decided to attend a different college from the one they had previously specified. Others were not admitted to the college of their first choice because of late registration or lack of appropriate admission units. Because all of the winners have not yet matriculated, the institutions listed in Table I are not necessarily completely correct. It indicates the choices as of record on July 15, 1945. The thirteen men entering directly into military service will have their scholarships held for their return. In fact, for any Pepsi-Cola scholarship holder who has his college education interrupted by entry into the Armed Services, the unused portion of his scholarship will be held for his return and used to supplement any government aid he may obtain.

The institutions selected by the greatest number of the scholars are Yale University with eight winners and the Massachusetts Institute of Technology with seven. A total of 61 institutions will have one or more of these scholars. The five who are still undecided may select still other colleges.

The dates and schedule for 1946 Scholarships will be announced about December 1, 1945. The procedure will follow the general plan of the 1945 program with one or two minor changes.

TABLE I. COLLEGES CHOSEN BY PEPSI-COLA SCHOLARS

Bennett College .....	1	State University of Iowa.....	1
Brown University .....	1	Tuskegee Institute .....	6
Carnegie Institute of Technology.....	3	University of Alabama.....	1
Carroll College .....	1	University of California.....	5
College of St. Catherine.....	1	University of Chicago.....	3
College of William and Mary.....	1	University of Cincinnati.....	1
Cornell University .....	1	University of Colorado.....	1
Dillard University .....	1	University of Illinois.....	2
Duke University .....	1	University of Michigan.....	2
Emory University .....	1	University of Minnesota.....	2
Fisk University .....	1	University of Missouri.....	1
Goucher College .....	1	University of Nebraska.....	2
Hampton Institute .....	1	University of North Carolina.....	1
Harvard University .....	4	University of Notre Dame.....	1
Howard University .....	3	University of Pennsylvania.....	1
Indiana University .....	1	University of Puerto Rico.....	1
Iowa State College.....	1	University of Rochester.....	2
Little Rock Junior College.....	1	University of Utah.....	1
Louisiana State University.....	1	University of Washington.....	2
Manhattanville College .....	1	University of Wisconsin.....	1
Mass. Inst. of Technology.....	7	Vanderbilt University .....	1
Middlebury College .....	1	Vassar College .....	1
Mississippi State College.....	1	Virginia State College for Negroes....	1
Morgan State College.....	1	Wake Forest College.....	1
Mount Holyoke College.....	1	Washington University .....	1
New Mexico State Teachers College	1	Wellesley College .....	1
North Carolina College for Negroes..	1	Yale University .....	8
Northwestern University .....	3	Undecided .....	5
Pennsylvania State College.....	1	Military Service .....	14
Princeton University .....	1	Declined scholarship* .....	1
Radcliffe College .....	1		
Smith College .....	2	Total .....	121
Southwestern University .....	1		
Stanford University .....	6		

\* Entering the novitiate.

## SPECIAL ISSUES OF THE BULLETIN

*Speech in the Secondary School*, November, 1945.

*English in the Emergency Secondary School*, February, 1946

## National Contests for Schools

*National Contest Committee<sup>1</sup> of the National Association of Secondary-School Principals*

**T**HE National Contest Committee has again considered the announced national school contests by firms, organizations, and institutions outside the organized educational agencies. The following national contests have the approval of the Committee and are suggested to schools as the only national contests in which schools should participate during the school year 1945-46. Additional contests, if any, will be announced in later issues of THE BULLETIN.

### NATIONAL CONTESTS FOR 1945-46

<i>National Contests Approved</i>	<i>Sponsoring Agency</i>
Essay, Story, and Poetry Contest for Students	Atlantic Monthly, 8 Arlington Street, Boston, Massachusetts.
National Essay Contest	Ladies Auxiliary of the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 2, Missouri.
National High School Art, Literature, and Music Contest	Scholastic Magazine, 220 East 42nd Street, New York 17, New York.
National High School Competition In Art	The Kansas City Art Institute and School of Design, 4415 Warwick Boulevard, Kansas City 2, Missouri.
National Student Contest	American Association for the United Nations, Inc., 45 East 65th Street, New York 21, New York.
Ninth National High School Oratorical Contest	The American Legion, 777 N. Meridian Street, Indianapolis, Indiana.
Pepsi-Cola Scholarships	National Administrative Board for Pepsi-Cola Scholarships, 532 Emerson Street, Palo Alto, California.
Poppy Poster Contest	American Legion Auxiliary, 777 N. Meridian Street, Indianapolis, Indiana.
Safety Poster Contest	American Automobile Assn., 17th St. and Pennsylvania Ave., N.W., Washington 6, D. C.
Science Talent Search	Science Clubs of America, 1719 N Street, N. W., Washington 6, D. C.
Tenth Annual Essay Contest	National Graphic Arts Education Association, 719 Fifteenth Street, N. W., Washington 5, D. C.

<sup>1</sup>The National Contest Committee: G. A. Manning, Principal, High School, Muskegon, Michigan, Chairman; Fred L. Biester, Superintendent, Glen Bard Township High School, Glen Ellyn, Illinois; and John M. French, Principal, High School, LaPorte, Indiana.



The Committee has decided not to include Scholarships offered by colleges and universities for which the respective institutions determine the recipients through qualifying or competitive examinations. However, it does not look with favor on any such plan to select students if the writing of an essay is required as a part of the qualifying procedure. *The Science Talent Search*, because it requires an essay, is regarded as a contest that comes within the realm and jurisdiction of the National Contest Committee. *The Pepsi-Cola Scholarships* require no essay, only a general competency qualifying examination, and are included here only because of the large financial and educational benefits to so large a number of eligible students. Ordinarily such scholarships, if offered by colleges and universities will not be considered as contests on the same basis as other national contests.

The Committee has considered a large number of national contests and has sought additional specific information about many of them in which the educational aims and motives were not clearly stated. It could place on the list only those national contests in which educational values for students in our secondary schools outweighed the direct or implied commercial aspects of the contest.

The Committee recommends that schools participate only in such national contests as are recommended by the National Committee, and in such local, state, or regional contests that are similarly placed on a participating list by the state or regional committee or agency acting for school administrators or principals.

Many of the states now have state committees that consider local or state-wide contests proposed by outside agencies and issue a list of approved contests to the secondary schools of the state. The National Contest Committee urges all state secondary-school principals' associations that do not have such state contest committees to organize and authorize the functions and responsibilities of such a state committee. Only by some control and direction by school administrators of such a multiplicity of outside contests can a school avoid the pressures on, interference with, and interruptions of the legitimate educational functions of the schools. All schools should have a considered policy on the selection of the contest and the number of contests sponsored by outside agencies in which the school can profitably participate each year.

The National Contest Committee published an approved policy on outside contests for the consideration of all schools. It appeared in *THE BULLETIN*, October, 1943, "How Should Schools Control Contests, Tournaments, and Scholarships require no essay, only a general competency qualifying examinations?" A few reprints of this article are available from the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., at ten cents each.

## News Notes

**SCHOOL SAVINGS PROGRAM.**—Daniel Melcher, Director of the Education Section of the War Finance Division of the U. S. Treasury has made a special appeal to all school people. He states that with V-J Day now past, the Treasury is more than ever counting on the support of all schools to encourage youth and others to sustain their continuing War Stamp and Bond program at least through the spring of 1946. Teachers and students should be informed that just as our boys didn't get home on V-J Day, our home-front job wasn't finished either. School aid is particularly crucial in the months ahead if we are to educate the public on the menace of postwar inflation and the necessity for continued war financing during reconversion. Two big objectives of the School Savings Program are: (1) qualification for the Treasury Minute Man flag showing that at least 90 per cent of the students are saving regularly and, (2) completion of a campaign to finance one or more \$3,000 hospital units through school savings. A special "We finished the Job" citation and insignia for school flags will be presented to schools which maintain their 90 per cent participation record during the winter and spring. The continued co-operation of all schools is vital to the success of the School Savings Program during the immediate postwar period.

**UNRESTRICTED.**—The Office of Defense Transportation announced the removal of the ban on the holding of state and regional fairs. It also announced that the War Committee on Conventions had relaxed the convention restriction so as to allow the holding of conventions with an out-of-town attendance. The ODT director has asked sponsors of conventions, group meetings, and trade shows to defer meetings wherever possible and to keep necessary meetings small after the peak of the troop movement which will come early next year.

**NATIONAL BACK-TO-SCHOOL DRIVE.**—To boost high-school enrollment this year a quarter-million above last year is the purpose of the back-to-school drive sponsored by the U. S. Office of Education and the Children's Bureau of the U. S. Labor Department. This is a first step in keeping in school and getting back-to-school education. The back-to-school drive this year should be a continuous campaign to encourage school attendance and discourage youth leaving school for full-time employment. School people are encouraged to develop programs and courses which are inviting to these young people.

*What has happened to high-school enrollment?*

High-school enrollment reached its all-time high in 1940-41 when the number of students enrolled was 7¼ million. Enrollment dropped 300,000 in 1941-42; 300,000 in 1942-43; 600,000 in 1943-44. Only a negligible drop occurred in 1944-45, thanks largely to the 1944 National Back-to-School Drive. Enrollment, nevertheless, was more than a million below its prewar peak at the close of the 1944-45 school year. The 1945-46 campaign must not only help to maintain present school enrollment but increase it.

*Where are the potential new high-school students?*

Some of the shrinkage in high-school enrollment has been due to a decrease in the number of boys and girls of high-school age. Most of it has been due to the great increase in youth employment. In 1940 some 900,000 boys and girls 14 through 17 years old were at work. In the spring of 1945 nearly 3 million were employed. Half of them had dropped

out of school entirely. Half were in part-time jobs. (No count is available of the number of youngsters under 14 who are working and not in school.) Some of the 1,500,000 youths of high-school age who have left school and are in full-time employment may be laid off as cut backs occur. They are an important pool of potential new students.

In each of the three summers (1943, 1944, 1945), between 4,000,000 and 5,000,000 high-school age boys and girls have been at work during vacation. The temptation in the fall to stay in jobs and forego school is enormous. Summer employment undoubtedly contributed to the drop in school enrollment in the autumn of 1943. The 1944 Back-to-School campaign helped greatly in pulling summer workers back to school. The 1945 campaign should also be directed to summer vacation workers. Of this summer's extra 2,000,000 *vacation workers* those who have not completed their courses make up another potential pool. They should be persuaded to give up their summer jobs and return to school in the fall.

Even at the peak of high-school enrollment in 1940-41, some 600,000 students stopped their courses at the end of their 9th, 10th, or 11th years. Only 60 out of every 100 who entered the 9th grade completed their 12th year. During the war, these drop-outs greatly increased. Special appeals should be made to persuade students to stay in school until they get their high-school diplomas.

*Are young workers needed in industry and trade?*

The War Manpower Commission has said throughout the war that the first responsibility and obligation of youth under 18 is to take full advantage of their educational opportunities. It says this responsibility and obligation is even greater now when youth must prepare for postwar services and the duties of citizenship. The Commission estimates that between V-E Day and December 1945, 3,700,000 workers will no longer be required on war activities and 1,000,000 men will be mustered out of the services. Adult workers can now, in most instances, take over the work done during the war by teen-agers.

*Part-time jobs for students are better than full-time work.*

Government agencies are unanimous in favoring a combination of school-and-part-time work over full-time jobs for teen-agers. Wise limits to part-time employment have been agreed upon by the War Manpower Commission, the U. S. Office of Education, and the Children's Bureau, U. S. Department of Labor:

1. *Hours should not be too long:* A combined school-and-work program should ordinarily not be over 8 hours a day, and under some circumstances less. For 16- and 17-year-olds daily hours of employment should not exceed 4 on a school day and 8 when school is not in session. Weekly hours of work should be held to not more than 28 when school is in session. Younger students should have shorter hours in order to safeguard their health and educational progress.
2. *Occupations should be safe.*
3. *Young workers should get employment certificates.* Certificates prove age, protect the young worker from illegal employment, and provide the means whereby an employer can protect himself from unintentional violations of the child-labor laws. In most states, local school officials are the issuing officers.
4. *Child-labor laws should be observed.* Federal and state child-labor laws protect children from occupations unsuitable or dangerous to them. During the war, violations have greatly increased. Three state labor departments report child-labor violations multiplied from 5 to 14 times. More than seven times as many children were found to be illegally employed under the child-labor provisions of the Federal Fair

Labor Standards Act in 1945 as in the year 1941. These violations occurred in more than six times as many establishments.

5. *Plans for part-time work combined with school should be worked out* by the schools with labor, employer, and other community groups in close co-operation with the U. S. Employment Service.

*What are some of the high costs of youth employment?*

Too often work by teen-agers is uncontrolled and unsupervised. As such, it is costly to the young workers themselves, to employers, and to the nation. Accidents are frequent to immature, reckless, and irresponsible youth. Too young and inexperienced to know what they would like best to do, and without proper guidance, many teen-agers move restlessly from job to job. Undirected, uncounseled, and left to seek their own way, boys and girls frequently pile impossible work loads on top of school. Employment open to young boys and girls, especially those 14 and 15 years old, is sometimes in occupations that subject them to conditions leading to delinquency. Each of 9 states for which recent statistics are available, reported great increases in accidents to young workers. In one state, the rate of increase between 1940 and 1943 was 1,100 per cent; in another, over 1,300 per cent.

*What appeals can be made to youth?*

Major appeals should be geared to the long-time values of education.

1. "Invest in yourself." Learning in school can increase your economic security, make you a more useful citizen, give you better understanding of the world, develop your leadership qualities, and lay the foundations of healthful living.

2. "Don't fence yourself in. Lack of a high-school education will build a fence around your life." Amazing new developments have been taking place during the war in science, mechanics, transportation, industry, government, and world organization. Learn about these developments in high school so you will be a more able worker and citizen later.

3. "You can be better than you are." Let school show you how, through the courses it gives, through school sports and physical training, through team work with boys and girls of your own age.

4. Keep in step. It is much harder to catch up with your class at school than to keep going ahead with it.

5. Soldiers are coming back from war to go to school. Thousands are signing up for classes. If school can help them, it can help you.

6. Postwar standards will be higher. Many employers, during the war, didn't expect you to have a high-school education. After war, the breaks will go to boys and girls who are high-school graduates.

7. Even a few hours of school a day are better than no school at all. If you must work, try to do it on a school-and-work schedule. Ask your school principal to help you work out such a schedule.

*What appeals can be made to school people?*

Boards of education and school principals and teachers can be encouraged to develop programs and courses inviting to young people and worth their full time and energy.

1. The greater the number of students to be attracted to school, the greater the variety of courses and programs that may be needed. High-school curriculum study has made great advances in the last decade. Citizens look to school people to tell them what their teen-age children need in education.

2. Many young people are more mature and more experienced in work now than

they were before the war. High schools should gear their programs to suit their greater maturity and experience.

3. The values of wartime programs of supervised school and part-time work for older students should be preserved in peacetime. First responsibility for developing programs geared to new conditions rests with school people.

*What appeals can be made to parents?*

1. You want your youngster to get more out of life than you have. That's one of the most distinguished characteristics of American parents. The encouragement you give your boy or girl to get all the schooling possible will make a tremendous difference in his or her feeling about school.

2. Tell them about opportunities you had because of your schooling and about the ones you lost because of lack of schooling. Assure them that it is better to pass up a job now and go to school than to grab the first opening that comes along.

3. If your youngster is holding back from school because of fear that there won't be a job for him or her later, assure him that you—along with other parents—are going to work for job opportunities for everyone who wants a job after the war.

**YOUNGSTERS SAVE MILLIONS.**—Treasury statisticians credit the schools of the United States with the sale, in the last three years, of more than \$1,300,000,000 in war bonds and stamps. The patriotic savings attributed to the youngsters of the land are now running about \$50,000,000 a month—enough someone calculates, to support 833,000 boys and girls for a month in college when the bonds mature.

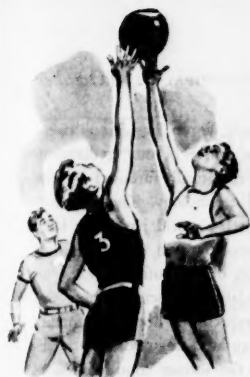
In the last year the bond-and-stamp drives in the schools supplied the military forces with 37,000 jeeps, 12,000 amphibian jeeps, 12,800 flying jeeps, 7,700 parachutes, 6,000 life floats, 5,000 motor scooters and 7,000 field ambulances, not to mention gliders, walkie-talkies, and potato-peeling machines no end. Thousands of planes, jeeps, and ambulances are marked with school sponsorship panels, and the sponsoring schools here at home got first-line news direct from the fighting men who used their equipment.

Covering the country and Alaska, Puerto Rico and Hawaii, the war-savings program reached 265,000 schools, a million teachers, and thirty million pupils. More than 50,000 of the schools earned the right to fly the Schools-at-War flag, indicating that at least 90 per cent of their pupils were saving regularly.

Half of the schools of the nation are one-room schools and couldn't very well be expected to finance B-29 Superfortresses. Still, they did what they could. The pupils of a New Hampshire country school undertook to raise the wherewithal for a jeep, but on findings that a jeep costs \$1,165, they settled for an Army mule at \$225. The crippled children of a Washington hospital school contributed an ambulance. Hackensack high-school students bought a pursuit plane, and when, on an early flight, the plane cracked up, they promptly bought another.

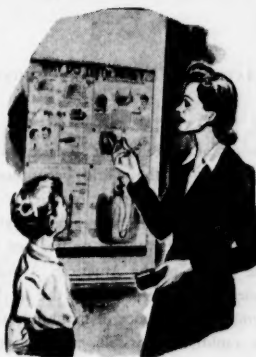
The school youth helped the loan drives in still another way. They are said to be the best of sales agents. In many a community they volunteered to raise the entire local quota, and their own went over the top. In the Seventh Loan campaign the youth of Michigan agreed to raise 22 per cent of the State's total. Some 20,000,000 persons received information about the Sixth Loan from youth, and youth did half of all the door-to-door solicitation.

A cheer for the school kids. A bouquet to the teachers, whose supervision of stamp and bond sales was only one of the many wartime services they gave. And a salute to the schools, "the heart of the community."—*New York Times*.



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..... Home Economics Teachers (Jr. & Sr. High School) ..... Vocational Subject Teachers (Jr. & Sr. High School)

..... Deans and Counselors (Jr. & Sr. High School)

Name ..... Title ..... School or System

Address ..... City ..... State

Total No. of Schools ..... Elementary ..... High School

Grades ..... Total Enrollment ..... Elem. ..... High School Boys ..... High School Girls



FOR THE WELFARE OF HUMANITY.—News of the atomic bomb has brought an overwhelming public realization of the effect of science on the course of our civilization. Never have the hopes—and fears—of the world been more dramatically aroused by the announcement and demonstration of the fruits of science and technology. The responsibility of the entire citizenry for the welfare of our nation and of the world has never been more apparent, nor has the promise of hitherto undreamed control by man of his environment been more bright. The officers of the American Association of Scientific Workers, an organization composed of scientists concerned with the social relations of science, note this splendid achievement of science in the service of mankind, and express the hope that further developments will follow as rapidly as possible, with all appropriate safeguards. To facilitate such development they suggest the following proposals for the serious consideration of the public and of those charged with immediate responsibility in the matter:

1. That the responsibility for control of the production of "atomic bombs," and of other application of the processes involved to weapons of warfare, be vested in the Security Council of the United Nations Organization.
2. That, consistent with the general policy of the Security Council, the governments now concerned with the project retain full control and ownership of the present plants and equipment, and of any patents which have arisen in the course of the work.
3. That information on the attendant scientific discoveries and developments be freely released at the earliest possible time, the date to be determined by the Security Council unless such release is made by the American, British, and Canadian governments prior to the functioning of the Council.
4. That such quantities of materials as are necessary for fundamental research and development should be made available to any scientific institution, public or private, which is qualified to carry on such fundamental research.
5. That it shall be the stated responsibility of our own government, and other governments of the United Nations, to encourage, initiate, and assist such research in both private and government owned laboratories.
6. That all information resulting from such future research be published freely, consistent with national security and the United Nations Security Council policy, and that all resulting patents be held by the government.
7. That the use of such patents be made freely available to industry, to stimulate the production of peacetime goods, as the research develops to the point of practical applications.
8. In our own country these steps will involve new additions to and integration with the excellent program recently outlined by Dr. Vannevar Bush, for Federal support and aid for scientific research.

The above proposals arise out of the fundamental aim of the American Association of Scientific Workers to ensure that the achievements of science be used for the greatest welfare of humanity, and that they be translated as quickly as possible into applications leading to the progress and prosperity of the entire world. Only on this basis can the world achieve the peace that will prevent the abuse of our new source of power, and the possible destruction of mankind.

A COMMUNITY INSTITUTE ON CONSERVATION.—Hiram College served as host for a Community Institute, stressing the vital significance of the small community. This was sponsored by a Committee representing six counties of northeastern Ohio. It enabled the college to render valuable service to numerous communities and was of fundamental educa-



# Health of Our Nation

Brownell, Williams, and Hughes

## Being Alive ● Human Structure and Functions

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## American Book Company

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Again this year, October 12 and 13, 1945, this Inter-County Committee has arranged a program on Conservation—conservation not only of soil, but of forests, wild life, and most important of all, human beings. Outstanding speakers of national reputation have been secured; authorities in their respective fields have agreed to serve as discussion leaders and resource persons in three different groups. In addition, there will be helpful exhibits, motion pictures, and a dramatic production stressing the significance of human conversation. Any one interested in three-fold conservation; such as, school people, enforcement officers, county commissioners, township trustees, PTA leaders, ministers, church laymen, doctors, farmers, Grange members, businessmen, and Farm Bureau members are urged to attend. The registration fee is \$1.50.

**WORK EXPERIENCE.**—The Louisiana State Department of Labor recently published a study entitled *A Study of the Work Experience of Louisiana Students*, for the Louisiana Parent-Teacher Association. This study of the work-load carried by students after school, week-ends, and during vacations, made by the Louisiana Parent-Teacher Association, covered 32,865 students from 10 to 20 years of age in 87 schools of 9 parishes. The collection and tabulation of information as to the amount and kind of work this large group of students were doing was an extremely complicated undertaking for a volunteer body even with the assistance given in the tabulation by several universities. In addition to the findings on student work-loads, illegal occupations, and illegal work hours, the report includes recommendations as to what communities can do to check excessive employment and to co-operate with enforcing officials to reduce illegal employment. A comparison with the findings of a similar study in Alabama adds to the value of the report.—*The American Child*.

FOR THE WELFARE OF HUMANITY.—News of the atomic bomb has brought an overwhelming public realization of the effect of science on the course of our civilization. Never have the hopes—and fears—of the world been more dramatically aroused by the announcement and demonstration of the fruits of science and technology. The responsibility of the entire citizenry for the welfare of our nation and of the world has never been more apparent, nor has the promise of hitherto undreamed control by man of his environment been more bright. The officers of the American Association of Scientific Workers, an organization composed of scientists concerned with the social relations of science, note this splendid achievement of science in the service of mankind, and express the hope that further developments will follow as rapidly as possible, with all appropriate safeguards. To facilitate such development they suggest the following proposals for the serious consideration of the public and of those charged with immediate responsibility in the matter:

1. That the responsibility for control of the production of "atomic bombs," and of other application of the processes involved to weapons of warfare, be vested in the Security Council of the United Nations Organization.
2. That, consistent with the general policy of the Security Council, the governments now concerned with the project retain full control and ownership of the present plants and equipment, and of any patents which have arisen in the course of the work.
3. That information on the attendant scientific discoveries and developments be freely released at the earliest possible time, the date to be determined by the Security Council unless such release is made by the American, British, and Canadian governments prior to the functioning of the Council.
4. That such quantities of materials as are necessary for fundamental research and development should be made available to any scientific institution, public or private, which is qualified to carry on such fundamental research.
5. That it shall be the stated responsibility of our own government, and other governments of the United Nations, to encourage, initiate, and assist such research in both private and government owned laboratories.
6. That all information resulting from such future research be published freely, consistent with national security and the United Nations Security Council policy, and that all resulting patents be held by the government.
7. That the use of such patents be made freely available to industry, to stimulate the production of peacetime goods, as the research develops to the point of practical applications.
8. In our own country these steps will involve new additions to and integration with the excellent program recently outlined by Dr. Vannevar Bush, for Federal support and aid for scientific research.

The above proposals arise out of the fundamental aim of the American Association of Scientific Workers to ensure that the achievements of science be used for the greatest welfare of humanity, and that they be translated as quickly as possible into applications leading to the progress and prosperity of the entire world. Only on this basis can the world achieve the peace that will prevent the abuse of our new source of power, and the possible destruction of mankind.

A COMMUNITY INSTITUTE ON CONSERVATION.—Hiram College served as host for a Community Institute, stressing the vital significance of the small community. This was sponsored by a Committee representing six counties of northeastern Ohio. It enabled the college to render valuable service to numerous communities and was of fundamental educa-

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16-MM. PRINTS.—The Jam Handy Organization, 2900 E. Grand Blvd., Detroit, Mich., announces the availability of 16-mm. prints on the following educational sound motion picture subjects: *Spot News*, one reel—Shows how photos are transmitted by wire; *On The Air*, one reel—How a great radio program goes on the air; *Heights and Depths*, one reel—Basic principles of photo engraving; *How You See It*, one reel—Explains why motion pictures are seen in motion; *Sand And Flame*, two reels—Manufacture of glass; *Current Flashes*, one reel—How electricity has been tamed and made to work for us; *Use and Care Of Hand Files*, two reels; and *Hand Sawing*, two reels.

NEED FOR 16-YEAR-MINIMUM AGE EMPLOYMENT STANDARD.—Close to a million 14- and 15-year-old boys and girls, approximately one out of five in that age group in the population, are in today's labor force either as full- or part-time workers. Of that number a quarter of a million have left school altogether.

The increase in employment in this age group is proportionately greater than for the 16- and 17-year-old workers, whose numbers are also large, some 2,000,000 being at work.

These estimates, based upon a recent Census sampling, point up the wartime reversal of a long-time trend away from employment for children under 16, with more and more of them in school their full time. But with the labor of children again in demand, these youngsters have been drawn into the working force, and with their employment, says Katharine F. Lenroot, Chief of the Children's Bureau, U. S. Department of Labor, has come a "return of many of the old abuses of child labor."

Many of these young boys and girls are putting in long hours of work; hours that in some cases would be considered unduly long for an adult. The Census sampling disclosed that of the 14- and 15-year-olds out of school, almost three fifths were working more than 40 hours a week, or beyond the maximum recommended for children of those ages. In fact, over one third were reported as working more than 48 hours a week. Of the student group, three fourths had a combined work and school program of more than 40 hours a week. Two fifths of the group were putting in more than 48 hours, and 17 per cent, 56 hours or more per week in school and on the job. Large numbers of these boys and girls, both the in-school group and the others, were employed in agriculture, and some were working as domestics, work carried on without much of the legislative protection provided for minors in other occupations.

In the face of this large influx of school-age boys and girls into the labor force, the Children's Bureau is again advocating, as it has long advocated, establishment of a 16-year minimum-age for employment in any occupation during school hours, for "the first job of these boys and girls is their education." A second recommendation is that these youngsters under 16 be kept out of manufacturing or mechanical establishments at all times. Such restrictions placed upon youth employment would extend to all young workers the protection now given to some under the Fair Labor Standards Act, the principal Federal law bearing upon child labor.

Only 15 states have child-labor laws that meet in full or in part the recommended 16-year minimum, Miss Lenroot states. Thirty-three States still fail to provide that standard. In 4 states the minimum is 15 years; in 29 states it is 14 years.

Indications are that in several of the states, in 1945 legislative sessions, an upward revision of child-labor laws will be sought by state groups, along with a revision of school-attendance laws looking toward a 16-year minimum-age for employment and for leaving school.

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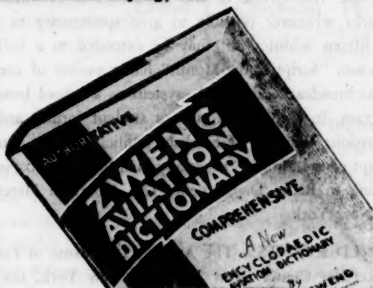
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**SCHOOL ROOM COLOR URGED BY SPECIALIST.**—In order to make school rooms more cheerful and more livable the use of color on the walls and ceilings is recommended by Ray L. Hamon, School Plant Specialist, U. S. Office of Education, in a recent article appearing in *Education for Victory*.

"Schools should be cheerful workshops for happy boys and girls," writes Mr. Hamon. "Most authorities," he says, "recommend three colors, or shades of wall and ceiling finish in a schoolroom, with moderately light lower walls, very light upper walls, and almost white ceilings. If a pure white were possible, it would reflect 100 per cent of the light. A theoretical pure black would reflect no light at all. It is generally accepted that school-room light reflective values should be approximately as follows: (1) the portion of the walls below the eye level of seated pupils from 25 to 35 per cent, (2) the upper walls from 50 to 65 per cent, and (3) the ceilings from 80 to 85 per cent.

"These reflective values may be obtained in a wide variety of soft colors and shades. The lower walls may be rose, buff, green, or gray. The upper walls may be painted with pastel shades of the same basic colors or harmonizing colors. Ceiling should be off-white, light cream, or ivory. Wood trim may be finished in shades slightly darker than the adjacent walls or finished in natural color. Some combinations of these colors will clash, while others will harmonize. It is also important to harmonize wall colors with room furnishings."

**A NEW SERVICE FOR DISCUSSION GROUPS.**—Radio-minded teachers, counselors, and club advisers will welcome a new service sponsored by *The American Mercury*. Beginning in September, the first "Script-of-the-Month" made its appearance. It was a complete radio

adaptation of an outstanding article of current news interest appearing in the October issue of the magazine. Other scripts will follow at the rate of one a month. They will deal with important questions in the news. Where the question is controversial, both sides will be presented.

"Script-of-the-Month" takes the form of a round-table discussion with easy-to-read dialogue for four participants and an opening and closing statement for an announcer. While the basic framework of the discussion is provided, speakers are advised to *ad lib* their remarks wherever possible to give spontaneity to the discussion. Each script is timed to run fifteen minutes but may be extended to a half-hour by including questions from the audience. "Script-of-the-Month" has a variety of uses. It may be presented on the air as an actual broadcast, on a P. A. system as a school broadcast in the auditorium as an assembly program, in club meetings as a student forum, and in classrooms as the basis for a lively discussion. Teachers of English, public speaking, current events, and social studies will find "Script-of-the-Month" especially helpful. Free copies of these scripts may be obtained by writing to Radio Department, The American Mercury, 570 Lexington Avenue, New York 22, New York.

**WORLD EVENTS.**—The August, 1945 issue of *Fortune* magazine published by Time Inc., Rockefeller Center, New York 20, New York, has a number of interesting articles which are of value to the social studies teacher as source material. These include:

*China's Race Against Time*—A report on the internal political and economic factors influencing China's military effort . . . An analysis of the Central Government-Communist dissension; the possibilities of compromise . . . The increasing dangers of inflation . . . How these factors affect United States aid to China.

*Flanders of New England*—Portrait of a machine-tool builder who has turned into an effective promoter and economic leader of his region.

*In Canada It's Different*—The anatomy of Canada's political system, which unites by compromise this nation of races and numerous competing economic zones.

*Steam Power: Rolling Along*—How the growing competition of Diesel-electrics has stimulated new developments in steam engines and turbine-driven locomotives.

*The World's Greatest Airline*—How the Air Transport Command has ferried planes, important personnel, and vital military cargoes to all war fronts, in operations 6 times greater than the combined volume of all United States commercial airlines at their peak . . . The ATC's further function: pioneering of postwar commercial air routes.

*Fortune Survey*—The public wants the United States to take a leading role in world policies and trade . . . Opinion on the durability of peace, the problem of postwar unemployment and future policies at home and abroad.

**CIVICS REQUIREMENTS FOR GRADUATION EASED FOR MEMBERS OF ARMED FORCES.**—An amendment to section 1, Act No. 205, P. A. 1931, was passed by the 1945 session of the Michigan Legislature. This amendment states that a civics course "shall not be a graduation requirement for any high-school student who has enlisted or been inducted into military service during the period of hostilities." Therefore, civics is omitted as a requirement for a high-school diploma granted by any high school in Michigan to a student who has served in the Armed Forces. Section 2 of the same Act, providing for a course in political science required of students in all county normal schools and all colleges receiving public money, is also amended to read: "This section shall not apply to any student who has been honorably discharged after three months or more of military service."



# Guiding Youth in the Secondary School

**Leslie L. Chisholm, Ph.D.**

Associate Professor of Education  
The State College of Washington

## American Book Company

Professor Chisholm, after developing the theoretical background and the aims of guidance, discusses the various parts of a guidance program and the methods of carrying out EACH PART. He plans a program designed to meet the individual pupil's needs; it is the pupil who is the focal point of all planning and discussion. This text will prove invaluable as a desk reference for administrators and teachers who believe that a truly adequate program of guidance must form a regular part of the work of every successful school. 448 pages, \$3.25

**FOR YOUR PROGRAMS.**—Are you planning to include discussion or study of the Far East this year in your school program? The Institute of Pacific Relations, 1 East 54th Street, New York 22, New York, in addition to its twenty-year-old research and study program on the Pacific area has, since Pearl Harbor, been publishing pamphlets on the countries in the Far East for use in clubs, discussion groups, schools and colleges and for use in Army and Navy Orientation courses. Two million of these pamphlets are now being used. A list of the titles which it has published can be secured by writing to the Institute.

**TELEVISION BROADCASTS.**—Facilities of the two major media of audio-visual education—television and educational films—will be combined in a series of four experimental telecasts under the joint auspices of CBS Television and Encyclopaedia Britannica Films, 20 North Wacker Drive, Chicago 6, Illinois, to probe the potentialities of nation-wide dissemination of education and culture through the combination of the two devices. The first program in the experimental series was telecast over Station WCBW, New York, August 7, with a group of several of the nation's most prominent educators and leading figures in government, agriculture, and industry in attendance at the studios. The remaining three programs were presented previous to October 1.

CBS and Britannica Films are conducting the experiment with a view to programming a regular television-film educational series this fall and winter over WCBW if the combination of the two media under conditions of high-quality, professional programming is as successful as anticipated, Worthington Miner, manager of CBS Television, announced. The Britannica Film Company and their staffs are collaborating with CBS Television officers and producers in the preparation of the series. Britannica is the largest producer of classroom teaching films in America.



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